DOCUMENT RESUME

ED 122 011 95 CE 006 853

AUTHOR Herr, Edwin L.
TITLE The Emerging History of Career Education: A Summary View.
INSTITUTION National Advisory Council for Career Education, Washington, D.C.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE 15 Oct 75
NOTE 305p.; For related documents, see ED 117 401, CE 006 681, and CE 006 845-852; The tables on pages 13 and 31 will not reproduce well

EDRS PRICE MF-$0.83 HC-$16.73 Plus Postage
DESCRIPTORS Administrative Organization; *Bibliographies; *Career Education; *Educational History; Federal Aid; Federal Legislation; Federal Programs; Models; National Organizations; Occupational Clusters; Professional Associations; Professional Recognition; Public Opinion; *State of the Art Reviews

ABSTRACT

This comprehensive report documents and chronicles the significant elements and events which comprise the history of career education from January 1971 to July 1975. The first sections of the report deal with the administrative structure, sources of funding, Federal conceptualization efforts, and the nature of Federal activities relevent to career education during the four-year period. Other sections trace changes of the four original Office of Education Career Education Models (School-Based, Employer-Based, Home-Based, and Rural-Residential Career Education Models), provide background on the 15 Office of Education occupational clusters, and chronicle the legislative history of career education. The document also provides a summary of major national conferences influencing career education and national organizations, agencies, and associations which have endorsed career education since its inception. A bibliography of books and monographs pertinent to career education which have been published since 1971 is included, as well as sections on professional dissent in career education (Council for Basic Education), public opinion about career education as reflected in newspapers, and a bibliography of journal articles intended to serve as criticisms of career education. (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

APR 15 1976

ED122011

THE EMERGING HISTORY OF CAREER EDUCATION:
A SUMMARY VIEW

Prepared for the

National Advisory Council on Career Education

By

Edwin L. Herr
Professor and Head
Department of Counselor Education
The Pennsylvania State University

Pursuant to Contract P00750411
October 15, 1975

CE006853

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE EMERGING HISTORY OF CAREER EDUCATION

Table of Contents

Overview of the Paper 1
  Statement of Work 1

Administrative Structure for Career Education -- The U.S.O.E. . . . 5
  N.I.E. -- A Comparison with OE of Career Education Efforts and Structure 14

Funding for Career Education 20
  Funding for Career Education -- The U.S.O.E. 20
  N.I.E. Fiscal Support of Career Education 37
  State Support of Career Education 39

Federal Conceptualization Efforts in Career Education. 48

The Nature of Federal Activities in Career Education 61
  Demonstration Projects. 61
  Curriculum Projects 61
  Conferences and Studies 62
  Technical Assistance to State Education Agencies and Local Education Agencies in Implementing Career Education 62
  Concept Paper on Career Education Prepared. 62
  Bibliographies on Career Education. 62
  Career Education Communication System 62
  Evaluation of Career Education. 63
  Clarifying Career Education to Various Publics. 63
  Coordination of OE Career Education Activities. 63
  Mini-Conferences. 63
  Collaboration Among Federal Agencies Pertinent to Career Education 64
  Identification and Interpretation of Legislative Needs in Support of Career Education 64
  Basic Research Pertinent to Career Education. 64
  Career Education Models Development 64
  Regional Laboratories and Research and Development Centers. . . . 65
  Validated Instructional Materials 65
  Invitational Workshops. 65
  Abstracts of Exemplary Projects in Vocational Education 65
  Clearinghouse for Career Education Materials. 66
  Occupational Information Systems. 66
  Identifying Exemplary Career Education Sites. 66
  Films 67
  Projected OE Activities for Career Education in FY 1975 and Beyond. 67
  1976. 69

National Models of Career Education. 70
A Current View of the Models. 98

Occupational Clusters. 128

Legislative History of Career Education. 144
Early Precursors of Career Education Legislation (1960-1970). . . 154

Major National Conferences Influencing Career Education. 170
First National Conference on New Directors-New Programs-New Professions 170
The American Vocational Association Convention. 171
The Coordinating Conference of State-Level and Local Level Directors of Career Education Projects Funded Under Section 142(c) of Part D and Section 131(a) of Part C of Public Law 90-576. 176
Commissioner's Regional Conferences on Career Education 189
National Conference on Career Education for Deans of Colleges of Education. 193
National Conference on Career Education for Professors of Educational Administration. 194
Community Dialog in Career Education. 195
Sixth Annual National Vocational and Technical Teacher Education Seminar 196
U.S. Office of Education. 197
National Invitational Conference on Post-Secondary Career Education for State Directors of Vocational Education, Community/Junior Colleges, Adult and Continuing Education . . . 198
Career Education: Implications for Minorities. 201
First National Conference on Career Education 217
Second National Conference on Career Education. 218
Council of Chief State School Officers Conference for State Directors/Coordinators of Career Education. 220
Council of Chief State School Officers National Conference for State Directors/Coordinators of Career Education. 221
The Wingspread Conference on Career Education 224
U.S.O.E. Mini-Conferences 226
Gregg National Career Education Conference. 227
The Center for Vocational-Education 229
The Center for Occupational Education 231

National Organizations, Agencies and Associations which have Endorsed Career Education Since 1971 233
American Association of Community and Junior Colleges 233
American Association of School Administrators 234
American Association of State Colleges and Universities 235
American Personnel and Guidance Association 237
American Vocational Association 240
Association of Independent Colleges and Schools 245
Boy Scouts of America 245
Chamber of Commerce of the United States. 248
The Chamber of Commerce Concept of Career Education 250

The Council of Chief State School Officers 252
National Advisory Council on Adult Education 254
The National Advisory Council on Vocational Education. 258
The National Assessment of Educational Progress. 259
National Association of Independent Schools. 259
National Association of Manufacturers. 260
National Association of Secondary School Principals. 262
National Association of State Directors of Vocational Education. 266
The National Commission on the Reform of Secondary Education. 268
National Community School Education Association. 275
The National Education Association 276
National Manpower Institute. 277
National Retail Merchants Association. 280
National Society for the Study of Education. 280
National Urban Coalition 280
Phi Delta Kappa. 281

Professional Dissent in Career Education. 283

The Council for Basic Education. 283

Bibliography -- Books and Monographs Pertinent to Career Education Since 1971. 291

Public Opinion About Career Education as Reflected in Newspapers. 296

Criticisms of Career Education. 304

THE EMERGING HISTORY OF CAREER EDUCATION

Edwin L. Herr
The Pennsylvania State University

OVERVIEW OF THE PAPER

Since January 1971, Career Education has been a highly visible presence in American education. It has brought under scrutiny the expectations for and the images of education at all levels. It has stimulated expanded linkages between school personnel and their counterparts in industry and other community sectors. It has provided the impetus for examination of the relationships between general and vocational education. It has served as the context for the development and field testing of four national models designed to operationalize many of the philosophical premises which give Career Education its rationale.

Career Education has also stimulated organizational changes within the U.S.O.E. and the N.I.E., spurred a variety of national conferences, spawned a literature, and served as the impetus for conceptual and procedural deliberations of considerable variety. As in any other advocacy of change, Career Education has also been the focus of controversy and criticism.

Because of the rapidity of its growth and the need to identify some of the major reference points in its brief history, the newly formed National Advisory Council on Career Education requested the author to undertake the Statement of Work which follows.

Statement of Work

1. Document the source(s) of funding, the nature of activities the administrative structure, and the conceptualization efforts

of Career Education within U.S.O.E. between the period of January, 1971 and July, 1975.

2. Document and chronicle the various national organizations, agencies, and associations who have endorsed Career Education since 1971. Include in this documentation (either in the body or as appendices) copies of such statements of endorsement as have been issued.
3. Document and chronicle changes in the four original U.S.O.E. Career Education Models during the period they were in OE and during the subsequent period after they were moved to N.I.E.
4. Document and chronicle all work accomplished to date on the fifteen OE occupational clusters for Career Education.
5. Document, and review briefly, proceedings of the following major national conferences influencing the history of Career Education to date:
    a. CCSSO meeting, Spring, 1971
    b. AVA Convention, Portland, Oregon, December, 1971
    c. Commissioner's Regional Conferences on Career Education, 1972
    d. Airlie House Conference on Career Education, 1972
    e. North Carolina State University Activities in Career Education
    f. Center for Vocational-Technical Education, Ohio State University Activities in Career Education
    g. 1974 OE "mini-conferences" in Career Education
    h. Chamber of Commerce of the United States Career Education Conference, 1973

i. OE Conference - Career Education and Minorities, 1973

j. National Urban League Conference - Career Education and Minorities, 1974

k. CCSSO National Conferences for State Coordinators of Career

l. Such other conferences and events that seem particularly important and appropriate to the Contractor.

6. Document, and synthesize, the legislative history (formal and informal) leading toward passage of Section 406, Title IV, P.L. 93-380.

7. Prepare a bibliography of books and monographs published, since 1971, on the topic of "Career Education."

8. Prepare a bibliography of journal articles and such newspaper editorials and other documents as can be located, that are intended to serve as criticisms of Career Education.

9. Submit the original, and 25 copies of the report, to the Office of Career Education no later than November 1, 1975 (Subsequently changed to October 15, 1975).

As per the Statement of Work as presented above, this paper is not an interpretation nor an evaluation of Career Education. Instead, it attempts to document and chronicle the significant elements and events which comprise the "Emerging History of Career Education" so far as the author has been able to identify them.

The identification and documentation appropriate to this brief history of four years has been relatively difficult because many of the necessary documents have already become part of a "fugitive literature"--memoranda, conference proceedings, in-house papers--which has a way of disappearing or being produced in very small numbers. Thus, a large amount of the author's energy has been devoted to writing letters and making telephone calls to persons and agencies who might have available the materials necessary to filling in the various categories of information defined by the Statement of Work.

In addition to the officers of the various national agencies or State departments of education who sent copies of their position papers or resolutions concerning Career Education, I am particularly indebted to Dr. Sidney High, Office of Career Education, U.S.O.E., Dr. Lance Hodes, Career Education Development Task Force, N.I.E., Mrs. Nancy Pinson, Prevocational Education Specialist, Maryland State Department of Education, and Nancy Blagg and John Michael of the National Advisory Council on Career Education for their help in sending me material in their files or indicating to me where particular information might be located. The remainder of the sources were obtained either from the ERIC system, direct correspondence with officers of national organizations, the texts of Marland (Career Education: A Proposal for Reform, 1974) or Bailey and Stadt (Career Education, 1974), or from my personal library of Career Education information.

The procedure for completing this paper involved collecting available resources in July and early August, 1975, classifying, and extracting information and preparing it for inclusion in the paper during late August and September, 1975, with typewriting occurring during September and early October, 1975. Erroneous or incomplete interpretations of available data are a function of time constraints, the multitude of information processed and the author's misperception. While as this paper is as complete an inventory as possible under the constraints identified, there are undoubtedly other informational references which might be included in such a history.

ADMINISTRATIVE STRUCTURE FOR CAREER EDUCATION -- THE U.S.O.E.

Because the term Career Education is a creature of the U.S. Office of Education, the first sections of the paper will deal with the administrative structure, sources of funding, conceptualization efforts, and the nature of activities relevant to Career Education between January, 1971 and July, 1975.

The introduction of the term "Career Education" is widely attributed to an address entitled, Career Education Now, given by U.S. Commissioner of Education, Sidney Marland on January 23, 1971 before the annual convention of the National Association of Secondary School Principals at Houston, Texas. While this speech and the many which followed in rapid succession to various professional, civic, and industrial groups gave visibility and credibility to Career Education, neither the term nor the concepts it embraced were without precedent in American educational history. It is not the purpose of this paper to deal in depth with these antecedents to Career Education. Such analyses are available in other places.[1] Suffice it to say that Commissioner Marland's emphasis on Career Education extended an evolutionary process which had been building rapidly during the 1960's.

Throughout the decade, 1960-1969, many significant pieces of legislation bearing upon manpower, employment, educational innovation, and vocational education had been passed by Congress. Several prominent panels of advisors on national educational and manpower issues had been empowered to make recommendations on needed policy. The importance of vocational education had been reasserted through the Vocational Education Act of 1963 and the Vocational Education Act Amendments of 1968 (NEA).

---

[1] Herr, E. L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University, 1972; Marland, S. P. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974; Bailey, L. and Stadt, R. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight and McKnight, 1973.

Of special interest to the genesis of Career Education was Part D, Section 142(c) of the Vocational Education Amendments of 1968 which was concerned with the development of Exemplary Programs and Projects in Vocational Education. In particular, such projects were to develop prevocational efforts in the elementary and junior high schools, create new curricular thrusts in vocational education and, in general, broaden the relationship of vocational education to the larger educational context of which it is a part. The explicit purposes of this Section were (1) to identify effective ongoing programs which can serve as models for improving the vocational education of students at all levels, and (2) to stimulate interest in and provide the means for creating new, more efficient and effective methods for providing job preparation needs. Such perspectives emphasized a need in vocational education to become more person oriented rather than taking all of its signals for programming from the occupational structure. The findings of Career Development theory in terms of how persons make occupational choices, the information they need, the effects of work values and attitudes were seen in this legislative implementation as important insights to be incorporated into vocational education. Indeed, the Exemplary Programs and Services Branch, Division of Vocational and Technical Education, U.S.O.E. has stated in an internal memorandum that:

> Early attempts to structure operating models of what is now coming to be referred to as a K through 12 career education system! The roots for such a system

go back into many years of basic research on career development theory.[2]

Other perspectives within the U.S.O.E. supportive of the concepts introduced by Marland in 1971 had been underway for some time. Such a condition is evident in a speech by U.S.Commissioner of Education James E. Allen in 1970 (also before the National Association of Secondary School Principals). He stated:

> It is the renewed awareness of the universality of the basic human and social need for competence that is generating not only increased emphasis today on career education but a whole new concept of its character and its place in the total educational enterprise.[3]

It is clear that while the climate in the U.S. Office of Education for Career Education was congenial for some years prior to 1971, the major implementation of the concept got underway subsequent to Commissioner Marland's speech in January 1971. However, since Career Education represented more than vocational education and a combination of other U.S.O.E. sponsored thrusts, there was in early 1971 neither specific legislative support nor a home in the U.S.O.E. which was totally compatible with the emerging Career Education emphases.

Within six months of Commissioner Marland's January 1971 speech, two units within the U.S. Office of Education had assumed the major burden of leadership in Career Education although each had other responsibilities as well and other agencies of the Office of Education were also making contributions of discretionary funds or analysis to the Career Education effort.

---

[2] Exemplary Programs and Services Branch, Division of Vocational and Technical Education, U.S. Office of Education Background on the Design, Development, and Implementation of Vocational Exemplary Projects funded under Part D, Section 142(c) of the Vocational Education Amendments of 1968. Washington, D.C.: The Branch, U.S. of Education, 1971.

[3] Allen, J. E., Jr. Competence for all as the Goal for Secondary Education. Paper presented to the Annual Convention of the National Association of Secondary School Principals, Washington, D.C., February 10, 1970.

Initially, a major share of Career Education leadership fell to the Bureau of Adult, Vocational, and Technical Education. A major challenge to this unit was to provide the States with guidelines for using available discretionary funds in launching exemplary Career Education programs. Under the Bureau's leadership, each State was to establish its own demonstration, testing, and development site for a Career Education program. As monies from both Parts C and D of the Vocational Education Amendments of 1968 were focused upon Career Education, the Bureau of Adult, Vocational and Technical Education, particularly the Exemplary Programs and Projects Branch, continued to expand its developmental assistance to State Education Agencies (SEA'a) and to Local Education Agencies (LEA's).

Although it would have been, perhaps, more creditable to wait upon research and development data before launching a national network of exemplary and demonstration Career Education projects among the States, it was felt within the U.S.O.E. that time did not permit such a time lag. Thus, simultaneous with the efforts of the Bureau of Adult, Vocational, and Technical Education, the National Center for Educational Research and Development was charged with designing and implementing new strategies in Career Education. By Spring, 1971, three national models--The School-Based Career Education Model, the Employer-Based Career Education Model and the Home-Based Career Education Model--were planned and initial contractors were selected and funded. By July 30, 1971, a fourth national model, the Residential-Based Career Education Model, was also planned and implemented.[4]

In addition to the major emphases upon program development and model design in Career Education during FY 1971, another significant occurrence was the conceptual development of fifteen occupational clusters which synthesized the major categories of commonality among the 20,000 jobs listed in the Dictionary of Occupational Titles. Funds were awarded to create curricula for five of the fifteen clusters under the authority of Part I of the Vocational Education Amendments of 1968.[5]

During FY 1972, the curriculum effort was broadened to support the design of general Career Education curricula for grades K-6 and a series of preschool films entitled "The Kingdom of Could Be You," exploring the clusters. Immediately prior to the beginning of the Career Education effort in FY 1971, fifty kindergarten through grade 14 exemplary projects had been funded under Part D of the Vocational Education Amendments of 1968. In FY 1972, an additional fifty Career Education mini-models, similar to those funded under VEA, Part D, were begun using VEA, Part C monies.

In FY 1972, other U.S.O.E. units became quite active in Career Education. In higher education, the Developing Institutions and Cooperative Education programs began to explore the meaning of Career Education for post-secondary institutions. The Bureau of Education for the Handicapped increasingly supported Career Education initiatives aimed at identifying the diversity of careers for which handicapped students can prepare and in which they can excel. Development of personnel for Career Education received support under Part F of the Education Professions Development Act (EPDA), and ongoing activities under various vocational education authorities continued to improve vocational education's ability to respond as a key component of Career Education. A Career Education Personnel Branch was established under the National Center for the Improvement of Educational Systems to provide leadership in responding to personnel development needs in Career Education and for monitoring EPDA Parts D and F in this behalf. In 1972, $6,875,000 was spent to train 7,000 participants including state staff, teacher educators, local school teachers, administrators and coordinators. In addition the Dean of Education and two professors at 75 universities were provided inservice about Career Education.[6]

---

[4] National Center for Educational Research and Development. The Career Education Program Status Report. Washington, D.C.: U.S. Office of Education, The Center, July 30, 1971.

[5] Simpson, Elizabeth J. Curriculum Development, Vocational Education Act Amendments of 1968. Washington, D.C.: U.S. Office of Education, March 27, 1974.

During FY 1972, the Education Amendments of 1972 were passed. These amendments created the National Institute of Education and established it as the education research and development agency parallel to the U.S. Office of Education within an Education Division of the Department of Health, Education, and Welfare. The amendments also established the post of Assistant Secretary of Education to supervise the total Education Division which now included the Office of Education, the National Institute of Education and a newly created fund for the Improvement of Post-Secondary Education. Since Commissioner Marland was subsequently elevated to the post of Assistant Secretary such an arrangement, as now constituted the Education Division, permitted concentrated efforts to be mounted in behalf of Career Education across the emphases represented by these units. The Education Amendments of 1972 also created within the Office of Education a Bureau of Occupational and Adult Education (which incorporated the previous Bureau of Adult, Vocational, and Technical Education) with its own Deputy Commissioner and specific responsibility for numerous vocational, technical, occupational, manpower, and adult education programs. In particular, Career Education was identified as one of its responsibilities.

---

[6] The Office of Career Education. Career Education, Programs and Progress. Washington, D.C.: U.S. Office of Education, the Office of Career Education, April 1974.

By FY 1973, Career Education had become a significant presence in the federal structure. The four Career Education Models previously under the supervision of the National Center for Research and Development were transferred to the National Institute of Education. All ERIC Clearinghouses were placed under N.I.E. jurisdiction, and those dealing with adult and vocational, and technical education were subsequently subsumed under the Career Education Clearinghouse currently housed at Northern Illinois University. In August of 1973, Dr. William Pierce head of the Bureau of Occupational and Adult Education established the Center for Career Education. The Center was the first legally authorized organizational structure within the Office of Education to bear the title and carry forward specific responsibilities for Career Education. In November of 1973, the Center for Career Education became the Division of Career Education Programs, a component of the newly created Office of Career Education.[7]

---

[7] Marland, S. P., Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill Book Company, 1974.

As part of its efforts to clarify the role of the Office of Education in Career Education, the Center for Career Education distinguished Office of Education Career Education activities into two categories:

1. Comprehensive Career Education Projects -- Those activities which, for all students in the educational levels served, seek to: (1) develop and expand career awareness; (2) provide opportunities for exploration and/or skill attainment in careers of their choice; (3) provide career-oriented guidance and counseling; (4) provide career placement services; (5) improve cognitive and affective performance through restructuring the curriculum around a career development theme; and (6) provide training for educational personnel to enable them to meet the preceding objectives.

2. Career Education Support System Projects -- Those activities which contain one or more of the following as their only objective(s): to (1) provide training for educational personnel to improve their capability to design, operate and/or evaluate one or more aspects of a Comprehensive Career Education Project; (2) design, develop, test, demonstrate, or disseminate career education curriculum materials; or (3) design, develop, test, demonstrate, or disseminate career education management materials (e.g., case studies, evaluative designs, etc.)

   Thus, Comprehensive Career Education Projects are operational models serving students in various grade levels while Career Education Support System Projects indirectly serve students through the development of materials and staff training.[8]

In relation to these categories of OE activities, the Center for Career Education was assigned the tasks of administering assigned programs of grants and contracts as well as coordinating all Career Education programs within the Office of Education. As a function of the reorganization of the Office of Education in November 1973, the administrative structure for Career Education was conceived as follows:

---

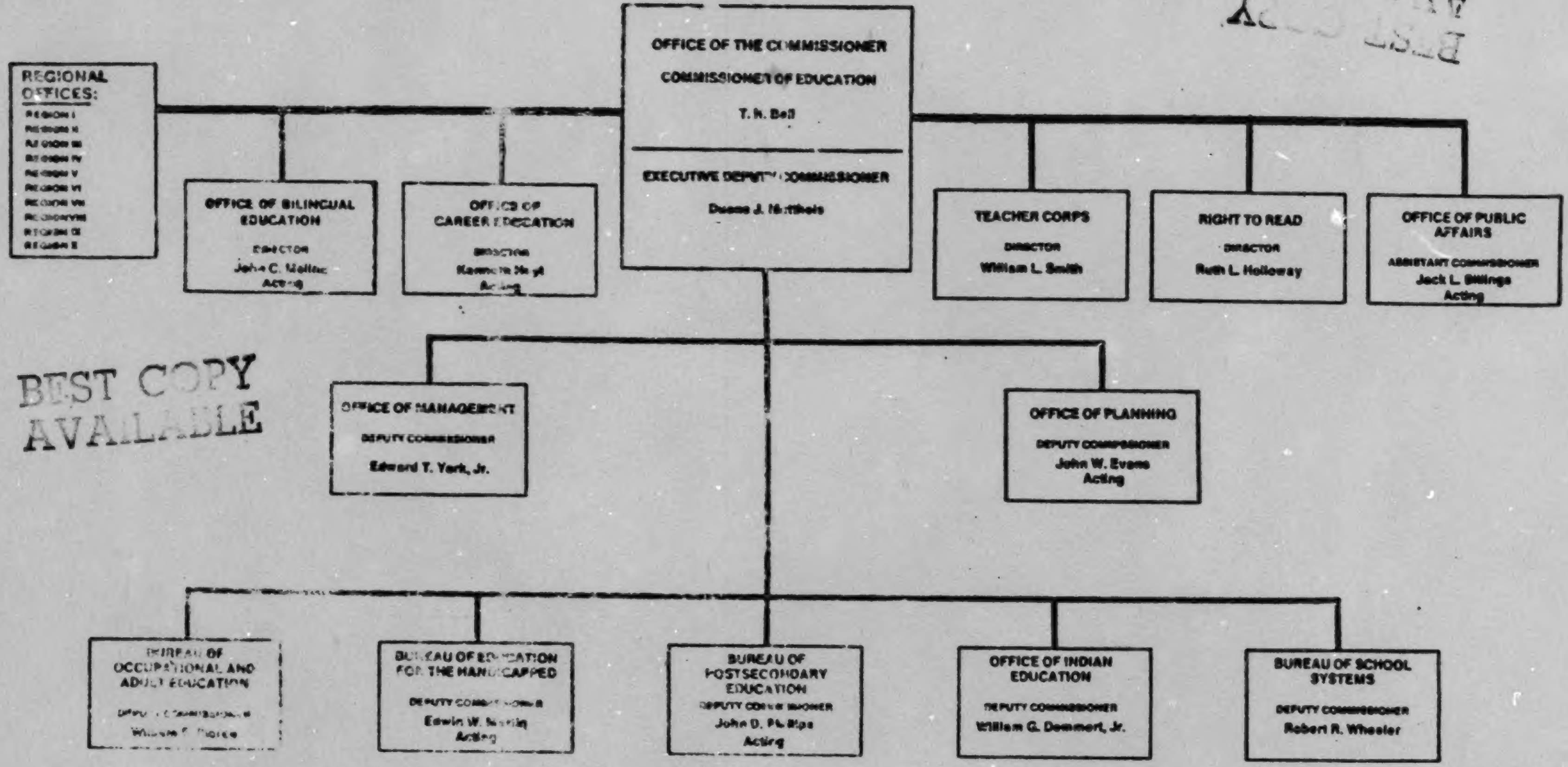
[8] Career Education, Programs and Progress. Washington, D.C.: U.S. Office of Education, February 1974, p. 4.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

JULY 1, 1975

BEST COPY AVAILABLE


OFFICE OF THE COMMISSIONER
COMMISSIONER OF EDUCATION
T. H. Bell
EXECUTIVE DEPUTY COMMISSIONER
Duane J. Mattheis
REGIONAL OFFICES:
REGION I
REGION II
REGION III
REGION IV
REGION V
REGION VI
REGION VII
REGION VIII
REGION IX
REGION X
OFFICE OF BILINGUAL EDUCATION
DIRECTOR
John C. Molina
Acting
OFFICE OF CAREER EDUCATION
DIRECTOR
Kenneth Hoyt
Acting
TEACHER CORPS
DIRECTOR
William L. Smith
RIGHT TO READ
DIRECTOR
Ruth L. Holloway
OFFICE OF PUBLIC AFFAIRS
ASSISTANT COMMISSIONER
Jack L. Billings
Acting
OFFICE OF MANAGEMENT
DEPUTY COMMISSIONER
Edward T. York, Jr.
OFFICE OF PLANNING
DEPUTY COMMISSIONER
John W. Evans
Acting
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
DEPUTY COMMISSIONER
William F. Pierce
BUREAU OF EDUCATION FOR THE HANDICAPPED
DEPUTY COMMISSIONER
Edwin W. Martin
Acting
BUREAU OF POSTSECONDARY EDUCATION
DEPUTY COMMISSIONER
John D. Phillips
Acting
OFFICE OF INDIAN EDUCATION
DEPUTY COMMISSIONER
William G. Demmert, Jr.
BUREAU OF SCHOOL SYSTEMS
DEPUTY COMMISSIONER
Robert R. Wheeler

BEST COPY AVAILABLE

On April 12, 1974, Dr. Kenneth B. Hoyt was appointed Associate Commissioner for Career Education. On August 21, 1974, PL 93-380, Education Amendments of 1974, was passed which for the first time authorized the Commissioner of Education to expend funds (up to 15 million each fiscal year until June 30, 1978) in direct support of Career Education. This legislation also authorized the establishment of the Office of Career Education to be headed by a Director who shall report directly to the U.S. Commissioner of Education. In addition, the legislation authorized the appointment of a National Advisory Council for Career Education. In essence, this legislation represented for the first time a Congressional mandate for Career Education, making it a law of the land and clarifying the shape of its leadership.

For the near term, at least, it appears that the point to which administrative leadership for Career Education has evolved in the Office of Education will remain stable. A similar projection seems to be viable for the National Institute of Education. To bring this section on federal administrative responsibility for Career Education to a close it seems useful to compare the current responsibility of OE and N.I.E. for Career Education.

N.I.E. -- A Comparison with OE of Career Education Efforts and Structure

Simply put, the mission of the Office of Education is major program operation; that of the National Institute of Education is research, development, and dissemination. In May, 1974, Dr. Corinne Rieder of N.I.E. detailed the functional and programmatic differences between N.I.E. and OE in Career Education as follows:

> National Institute of Education
>
> N.I.E.'s mission in career education is to increase our understanding of the relationship between education and work and to

improve career education through research and program development. N.I.E.'s efforts will examine many educational improvements and innovations that

-- help people make informed decisions about occupations and the kind of education that will help them reach their career goals;

-- provide occupationally relevant curricula and other educational experiences that bring people in contact with a wide variety of occupational settings and roles for purposes of career exploration;

-- make education widely available, in schools and universities and in less traditional settings. Education would be more readily accessible, with at times and with schedules suited for adults as well as children, and using modes of delivery, such as through tape cassettes, television, tutors, and on-the-job learning;

-- provide people who do not have adequate resources or financial support with the aid they need to continue their occupational preparation;

-- brings academic and occupation curricula closer together, and links educational providers from K through adulthood more closely with each other, and with the workplace.

N.I.E. conducts three basic activities.

1. Research. N.I.E. supports research concerning the relationship of education and work. These include studies of the changing economic and noneconomic returns to individual and society from the investment in education, and policy analyses examining assumptions about the match between educational experience and world of work experience. These studies will assist students, parents, teachers, school boards, administrators and legislators in making the many decisions they face regarding the improvement of educational practice.

2. Program Development. Based on the findings of research and policy analyses, N.I.E. supports design and development projects, from the pre-K to adult levels, to evaluate a range of suggested improvements. While ultimately intended for implementation within state and local educational settings, these developmental activities characteristically are too high risk or too expensive for states and localities to undertake. The outcomes generally will be programs and ideas which have proved themselves successful, but will from time to time include the finding that proposed solutions or improvements do not improve education.

3. Dissemination. N.I.E. has the mandate to improve educational practice by learning how best to assist states and localities in applying the results of R&D activities. N.I.E. is developing a variety of ways to provide information on products from N.I.E.'s successful R&D, and on a limited scale, is providing appropriate technical assistance to help school districts, colleges and other institutions utilize career education products.

U.S. Office of Education

U.S.O.E.'s career education mission is to provide assistance to SEAs, LEAs, and to post-secondary and adult education agencies in understanding career education concepts and in converting such concepts into effective and comprehensive career education programs. Basic types of activities include:

1. Conceptualization of Career Education. U.S.O.E. engages in supporting activities designed to accommodate diversity and attain concensus in defining and describing career education--its nature, promise, and problems on a continuing basis. In so doing, U.S.O.E. seeks to encourage dialogue concerning emerging and changing perceptions of career education, past research findings and current N.I.E. research bearing on the substantive content of career education, and career education practices. In addition, U.S.O.E. supports analysis and studies leading to policy and implementation decisions for U.S.O.E. career education efforts.

2. Technical Assistance in Career Education. U.S.O.E. provides, both directly and through grants and contracts, technical assistance to SEAs, LEAs, to post-secondary education and adult education agencies required for converting career education concepts into action programs. Such assistance includes establishing communication linkages, providing "seed" monies required for initial planning and implementation of career education, providing assistance for evaluation of career education, supplying answers to questions raised by career education practitioners, and providing assistance for curriculum modifications and materials adaptation.

3. Demonstration. Based on results of N.I.E. program development, state and local initiatives and other sources, U.S.O.E. supports demonstration and exemplary programs designed to build expertise in expanding the career education concept to a wide variety of kinds and levels of educational settings. In addition, demonstrations of career education practices designed to meet special needs of persons such as females, minorities, the handicapped, and the gifted and talented are supported by U.S.O.E.

4. Implementation of Career Education. U.S.O.E. assists local and state agencies and post-secondary agencies through grants

and contracts in the implementation of comprehensive career education programs, including personnel development and site implementation costs.[9]

N.I.E. research activity is focused on the economic and noneconomic factors in the education and work relationship; the program development activity supports design and development projects and the dissemination activity is designed to assist states and localities in applying the results of R&D activities.

The effort of N.I.E. is broken into six problem areas. They are: guidance, counseling and placement; financial supports; alternative settings; curriculum; systemic changes; and, research and policy analysis.

The primary N.I.E. Career Education research and development objectives include:

1. To improve our understanding of the relationship between education and work.
2. To improve access to careers; specifically to improve the contribution of educational programs to career awareness and exploration for children and to improve career choice, preparation, and entry for youth.
3. To improve progression in careers; specifically, to improve career choices among adults starting second careers or preparing for advanced positions, and to improve access to, and the responsiveness of, education for serving the career-related educational needs of adults.

The internal structure of N.I.E. in relation to Career Education is primarily vested in the Career Education Development Task Force, whose Director is considered an Assistant Director of N.I.E. for Career Education. Within the CEDTF the Career Education Program (CEP) of N.I.E. also works closely with the N.I.E. Essential Skills Program and the N.I.E. Educational Personnel Task Force.

---

[9] Rieder, Corinne. A Statement of the Functional and Programmatic Differences between N.I.E. and OE in Career Education. Washington, D.C.: National Institute of Education, May 10, 1974.

In order to meet the Institute's Career Education goals it has set six strategies to be accomplished. They include:

1. To investigate through research the nature of the relationship between education and work, and to reassess through policy and planning studies the strategies and activities recommended for program development.
2. To design, develop, and test guidance, counseling and placement programs that can be utilized by practitioners to assist youth and adults in entering and progressing in careers, and to disseminate effective models to practitioners and administrators.
3. To design, develop, test and disseminate career education curriculum materials to be used by students and teachers in school to provide information and experiences that will better facilitate better choices and entry into chosen fields.
4. To design, develop and test alternative ways of providing financial support to youth and adults for purposes of career development.
5. To examine through studies and experiments the extent to which alternative educational settings serve different career education needs and improve the individual's ability to enter and progress in a career.

6. To develop, test, and disseminate systems or institutional changes to improve the career education delivery system.[10]

So far as can be determined the current N.I.E. organizational structure in behalf of Career Education, like that of the U.S.O.E., is likely to remain as described here for the foreseeable future.

---

[10] National Institute of Education, Career Education Program, Program Plan for FY 1975. Washington, D.C.: N.I.E., June 1974.

FUNDING FOR CAREER EDUCATION

The funding has a great deal to do with the shape and the substance of any educational effort. This truism applies quite clearly to Career Education. On the one hand, the initial use of vocational education monies as the major source to fund Career Education activities has caused an image problem. Some critics of Career Education continue to believe that Career Education and vocational education are synonymous; that Career Education has no validity or implications beyond occupational or career preparation. On the other hand, the lack of large scale Federal funding coupled with significant persuasion by U.S.O.E. officials about the importance of Career Education has stimulated a large amount of fiscal support for the concept at State and local levels. Further, restricted Federal monies have also led to an emphasis on demonstration and exemplary projects from which State and local efforts could learn and grow.

In general, information about the early funding of Career Education is a bit imprecise and possibly inflated. This is apparently true both in terms of State allocations and the Federal government's support of Career Education. Nevertheless, it is possible to describe the general levels and the sources of funding since 1971.

Funding for Career Education -- The U.S.O.E.

As was indicated in the previous section, when the term Career Education was first given visibility in the Winter of 1971, there was neither Federal legislation nor an office in the OE directly focused upon this concept. Thus, the burden of responsibility for the development and support of Career Education originally fell within the Bureau of Adult, Vocational, and Technical Education and with the National Center for Educational Research and Development.

Following a meeting by Commissioner Marland with the Chief State School Officers in June 1971, the first Federal fiscal commitment for Career Education came when Commissioner Marland decided to use his discretionary monies under Part C, of the Vocational Education Act Amendments of 1968,a total of $9 million, to allocate to States to formulate comprehensive Career Education models. A copy of the original guidelines to the State dealing with the distribution and purpose of this money follows under the signature of Dr. Robert Worthington, then Associate Commissioner, Bureau of Adult, Vocational, and Technical Education, and the initial U.S.O.E. officer most directly responsible for Career Education development. This statement is reproduced in its entirely because it was originally very influential in shaping the elements and emphases conceived as inherent in Career Education.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION

POLICY PAPER -- AVTE-V72-1 September 9, 1971

SENT BY: Robert M. Worthington, Associate Commissioner
Bureau of Adult, Vocational, and Technical Education

SENT TO: Executive Officers of State Boards for Vocational Education
State Directors of Vocational Education

SUBJECT: Provisions for Research and Development Programs in Vocational Education for FY 1972, under the Supplemental $9 Million Allocation from the U.S. Commissioner's Discretionary Funds.

INTRODUCTION: In his letter to the Chief State School Officers dated September 7, 1971, the U.S. Commissioner of Education announced his decision to turn over to the States a supplemental allocation of $9 million from his discretionary funds, for use in vocational research and development projects focused on the establishment of comprehensive career education model programs. The Commissioner also mentioned in his letter that the Bureau of Adult, Vocational, and Technical Education would provide the States with guidelines for the utilization of this supplemental $9 million allocation. The purpose of this Policy Paper is to set forth the guidelines to which the Commissioner referred.

The supplemental allocation of $9 million is being derived from funds appropriated under Section 131(a) of Part C of the Vocational Education Amendments of 1968 (Public Law 90-576). The Act authorizes the use of these funds for, among other things, the conduct of experimental, developmental, and pilot projects.

The Bureau of Adult, Vocational, and Technical Education will coordinate the fiscal year 1972 research and development projects implemented under the supplemental $9 million allocation. The individual projects will be administered by the State Director of Vocational Education in each State. Direct financial support will be furnished to each project through grants awarded by the U.S. Commissioner of Education.

These research and development projects are to be designed to enable each State to establish its own demonstration, testing, and development site for a career education program.

FOCUS OF PROJECTS: Each of these research and development projects will focus on establishing a meaningful, comprehensive, well-developed career education program, with a strong guidance and counseling component. It is expected that each project will involve, in addition to the guidance and counseling component, the development, testing, and demonstration of one or more of the following:

1. Programs designed to increase the self-awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at grade levels 10 through 14 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

NATURE OF PROJECTS: It should be stressed that all of these research and development projects must be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted, and to provide for appropriate program revisions where indicated. The project design should include the collection of cost information on each component, so that potential transportability can be meaningfully judged. Each project should be comprehensive in nature (that is, it should cut across all educational experiences of a student at a given grade level) or the project should be an integral part of such a comprehensive program, even though the remainder of the program is being supported from different funds.

It is expected that the design and implementation of these projects will be a cooperative Federal/State/local venture. The Bureau of Adult, Vocational, and Technical Education will sustain an active and continuing program of developmental assistance, to work with the States in developing and carrying out the projects.

FINANCIAL CONSIDERATIONS: The supplemental $9 million funding for FY 1972 has been allocated on the formula basis by States. Each State's allocation is indicated on the attached table. In those States where the allocation is $100,000 or less, the entire amount is to be concentrated in a single site, in order to insure projects of sufficient impact and comprehensiveness. In those States where the allocation exceeds $100,000, consideration might be given to the utilization of more than one site, provided that the necessary impact and comprehensiveness can be maintained at each site. Since comprehensive career education projects will require substantial financial resources, consideration should be given to incorporating into the project funds from a variety of other sources, such as the Elementary and Secondary Education Act; the Education Professions Development Act; and such sections of the Vocational Education Act as Basic Grant funds under Part B, Exemplary Program funds under Part D, Cooperative Vocational Education funds under Part G, Work Study funds under Part H; and funds from State and local sources. Each of these projects must target at least 25 percent of both the effort and the funds to the career guidance and counseling component, and at least 25 percent of the base project budget (the budget derived from the supplemental $9 million funding) must be clearly designated for career guidance and counseling purposes.

APPLICATION PROCEDURES: States wishing to utilize their portion of the supplemental $9 million allocation, as itemized on the attached table, should submit a letter of assurance to the U.S. Commissioner of Education on or before November 1, 1971. This letter of assurance should:

(a) identify the site or sites in which the work will be conducted.

(b) provide descriptive information about each site, including numbers of schools, teachers, counselors, and pupils to be involved, socioeconomic nature of the community, etc.

(c) indicate which of the components listed under "Focus of Projects" on page 1 are to be included in the project, and outline the scope of work to be undertaken under each component.

(d) describe how the R&D requirements, the cost/transportability requirement, and the requirement for comprehensiveness, as specified under "Nature of Projects" on page 2, are to be met.

(e) specify the duration of the project. (Normally this should not exceed 18 months; indicate the desired starting and ending dates.)

(f) describe the plan for a third party evaluation to assess the effectiveness of each project component, as well as to assess the overall value and success of the total project.

(g) indicate the organizational unit (such as the State Research Coordinating Unit) responsible for the administration of the project, as well as the name of the responsible individual.

(h) list the qualifications of the principal staff members who will be implementing the project.

(i) specify that the necessary fiscal control and fund accounting procedures will be maintained to insure proper disbursement of and accounting for the Federal funds allocated to the project.

(j) provide an attached budget showing projected expenditures under the broad categories of: (1) personnel costs and employee benefits, (2) travel, (3) supplies and materials, (4) communications, and (5) services such as duplication, statistical, testing, third party evaluation, and other. The budget must indicate clearly, in a separate section, the funds designated for the guidance and counseling component of the project, which funds must constitute at least 25 percent of the amount derived from the supplemental $9 million allocation. Funds from other sources which are being incorporated into the project should be itemized in separate columns in the budget. In accordance with Section 134 of Part C of Public Law 90-576, cost sharing with State and/or local funds must be provided for in each project budget.

The letter of assurance from each State should be signed by the State Director of Vocational Education and countersigned by the Executive Officer of the State Board for Vocational Education. The letter of assurance, which is to be addressed to the U.S. Commissioner of Education and submitted in ten copies, should be transmitted by each State through the appropriate Regional Office of the U.S. Office of Education.

In the Regional Office, each letter of assurance will be reviewed by the Regional AVTE Officer, the Regional Research Officer, and by at least two non-Federal experts who are members of the regional research review panel. Six copies of the letter of assurance, along with six copies of the comments of the reviewers, will then be forwarded by the Regional Office to the Bureau of Adult, Vocational, and Technical Education in the Washington, D.C. office.

Upon approval and acceptance of the letter of assurance by the Associate Commissioner of Adult, Vocational, and Technical Education, an appropriate grant document will be negotiated and awarded to the State Board for Vocational Education.

Attachment (Table I)

cc: Regional Commissioners
Regional Directors of AVTE
Regional Research Officers

Every State and Territory responded with a plan and assurance for use of the funds provided. Grant award documents were issued to the first States early in January of 1972, and by the end of February 40 States had received their grant awards. By June of 1972, 56 grant award documents had been issued and the research and development projects in Career Education were underway in every State and Territory of the United States.[11] Table I indicates the State by State distribution of funds under the original $9 million allocation of the Commissioner's discretionary monies.

In Fiscal Year 1973, funds from Section 142(c), Part D of the Vocational Education Act were added to those of Part C to increase the support for Career Education, exemplary projects. Table II identifies this distribution.

In the Spring of 1971, all components of the Office of Education were asked to identify all possible funds, within the limits of the statutes, of programs that could support Career Education. The result, by June 1972, was the following tabulation. (Table III)

The figures reflected in Table III are largely inflated in terms of real impact on Career Education. What is reflected are the diverse

---

[11] Abstracts of Research and Development Projects in Career Education. Washington, D.C.: Office of Education, Bureau of Adult, Vocational, and Technical Education, June 1972.

TABLE I

SUPPORT FOR RESEARCH AND DEVELOPMENT PROJECTS IN VOCATIONAL EDUCATION FOR FY 1972, UNDER THE SUPPLEMENTAL $9 MILLION ALLOCATION FROM THE U.S. COMMISSIONER'S DISCRETIONARY FUNDS

Allocation by States

State	Amount	State	Amount
Alabama	$197,115	Nevada	$ 15,850
Alaska	12,039	New Hampshire	31,243
Arizona	85,421	New Jersey	254,114
Arkansas	106,580	New Mexico	57,852
California	705,568	New York	591,380
Colorado	98,979	North Carolina	295,703
Connecticut	99,227	North Dakota	35,229
Delaware	20,143	Ohio	459,697
District of Columbia	23,700	Oklahoma	132,525
Florida	280,556	Oregon	94,491
Georgia	255,831	Pennsylvania	498,124
Hawaii	37,058	Rhode Island	36,583
Idaho	40,804	South Carolina	161,613
Illinois	382,790	South Dakota	35,594
Indiana	223,021	Tennessee	213,211
Iowa	128,938	Texas	578,266
Kansas	109,014	Utah	57,627
Kentucky	178,740	Vermont	20,781
Louisiana	208,042	Virginia	241,777
Maine	49,626	Washington	145,680
Maryland	151,322	West Virginia	100,304
Massachusetts	194,120	Wisconsin	186,774
Michigan	359,043	Wyoming	16,440
Minnesota	167,391	American Samoa	1,940
Mississippi	136,091	Guam	7,245
Missouri	207,297	Puerto Rico	162,778
Montana	36,439	Trust Territory	4,930
Nebraska	65,299	Virgin Islands	3,055

TOTAL $9,000,000

TABLE II

ANTICIPATED SUPPORT FOR EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION FOR FY 1973, UNDER SECTION 142(c) OF PART D OF PUBLIC LAW 90-576

Allocation by States

State	Total Section 142(c) Funding Anticipated for FY 1973	Maximum Number of Projects to be Supported	Anticipated Annual Funding Level for Each Project
Alabama	$150,208	1	$150,208
Alaska	104,472	1	104,472
Arizona	123,372	1	123,372
Arkansas	126,546	1	126,546
Colorado	128,999	1	128,999
Connecticut	136,358	1	136,358
Delaware	106,925	1	106,925
District of Columbia	108,512	1	108,512
Georgia	164,780	1	164,780
Hawaii (a)	222,794	2	111,397
Idaho	110,676	1	110,676
Illinois	172,392	1	172,392
Indiana (a)	259,868	2	129,934
Iowa	138,955	1	138,955
Kansas	131,741	1	131,741
Kentucky	145,014	1	145,014
Louisiana	153,959	1	153,959
Maine	112,985	1	112,985
Maryland	149,780	1	149,780
Michigan (a)	124,372	1	124,372
Mississippi	135,348	1	135,348
Missouri	159,153	1	159,153
Montana	110,099	1	110,099
Nebraska	119,621	1	119,621
Nevada	105,338	1	105,338
New Mexico	115,581	1	115,581
North Carolina	173,003	1	173,003
North Dakota	109,378	1	109,378
Ohio (a)	434,887	3	144,962
Oklahoma	133,472	1	133,472
Oregon	127,845	1	127,845
Pennsylvania (a)	446,875	3	148,958
Rhode Island	111,253	1	111,253
South Carolina	140,974	1	140,974
South Dakota	109,810	1	109,810
Tennessee	152,949	1	152,949
Texas (a)	464,401	3	154,800
Utah	115,581	1	115,581
Vermont	105,626	1	105,626

TABLE II (continued)

Virginia	$163,770	1	$163,770
Washington	146,024	1	146,024
West Virginia	125,681	1	125,681
Wisconsin (a)	234,442	2	117,221
Wyoming	104,761	1	104,761
American Samoa (a)	2,812	1	2,812
Guam	8,806	1	8,806
Puerto Rico	217,985	2	108,992
Trust Territory	6,857	1	6,857
Virgin Islands	3,753	1	3,753

NOTES:

(a) Includes carry-over funds from FY 1972

(b) Because of the necessity of meeting continuation costs of ongoing three-year projects, it is not anticipated that Section 142(c) funds will be available for initiating new projects in the State of California, Florida, Massachusetts, Minnesota, New Hampshire, New Jersey, and New York prior to July 1, 1973. It is expected that proposals from these States will be invited at a later date, in connection with the FY 1974 program.

TABLE III

FUNDS IDENTIFIED IN SUPPORT OF CAREER EDUCATION, FY 1972

(adapted from Office of Education Report)

Appropriation and Statutory Authority	Funds Identified by Program Staff as Advancing Career Education
Vocational and Adult Education	
Grants to States	$ 62,500,000
Vocational Education	
Discretionary Programs	21,000,000*
Higher Education	
Cooperative Education	1,700,000
Other	
Dropout Prevention	2,000,000
Education Personnel Development	6,900,000
Research & Development (scheduled for transfer to N.I.E. at end of FY 1972)	19,900,000
	$114,000,000

*These were the funds first identified at the meeting of Chief State School Officers in June 1971 as the bargaining sums which Commissioner Marland agreed to assign to states provided they agreed to match "the Commissioner's" discretionary funds with their own and to undertake the construction of career education models in their states during fiscal 1972.

Source: Marland, Sidney. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974, p. 297.

resources which might be mustered to target on Career Education in some fashion or other. However, such estimates were too imprecise to plan a national effort with unless more specific information was available.

By FY 1973, the U.S. Office of Education had begun to systematize its support of Career Education and to begin more comprehensive identification of the sources of funding. In FY 1973, U.S.O.E. expended

$43,242,028 in support of Career Education. These funds represent 945 projects in 16 programs authorized under six separate pieces of legislation. Vocational education appropriations provided $30,934,154 of this total or about 71 percent.

In August, 1973, criteria were developed for the analysis of all U.S.O.E. Career Education activities. These criteria separated OE activities into three categories:

1. Comprehensive Career Education Projects -- Those activities specifically designed to install all the components of a comprehensive career education approach in a given site.
2. Career Education Support Projects -- Those activities which provide training, curricula, or management tools for those engaged in implementing one or more components of a comprehensive career education approach.
3. Career Education Related Projects -- Those activities which OE program personnel consider related to career education, but in less specific and direct ways than activities that fall into the first two categories.

According to Worthington's analysis[12] in fiscal year 1973, 43 percent of the total funds were expended in support of Comprehensive Career Education activities and 57 percent for Career Education Support efforts. Since category three is only indirectly and, in some cases, vaguely related to Career Education even though monies were spent from various legislative appropriations they are not included here.

Table IV presents the total amounts expended in FY 1973 for categories 1 and 2 and indicates the major sources of funding: Vocational Education Act (Parts C, D, and I), Manpower Development Training Act, Education Professions Development Act, Higher Education Amendments, Elementary and Secondary Education Act, and Education of the Handicapped (Parts B and F).

---

[12] Worthington, Robert. Career Education in the United States Today: What It Is, Where It Is, And the Results So Far. Supplemental Report Prepared for Project Baseline, Northern Arizona University, Flagstaff, Arizona, June 28, 1974.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TABLE IV

U.S. OFFICE OF EDUCATION CAREER EDUCATION ACTIVITY BY TYPE AND LEGISLATIVE AUTHORITY

- FISCAL YEAR 1973 -

Unit and Legislative Authority	Type of Career Education Activity		Unit and Authority Total
	Comprehensive CE	CE Support	
OCCUPATIONAL AND ADULT EDUCATION:			
VEA Part C (discretionary)	44/$ 7,255,631	10/$ 1,248,145	54/$ 8,503,776
VEA Part C (State Grant)[a]	------	108/ 1,800,000	108/ 1,800,000
VEA Part D (discretionary)	61/ 8,377,724	1/ 50,000	62/ 8,427,724
VEA Part D (State Grant)[a]	18/ 400,000	345/ 7,600,000	363/ 8,000,000
VEA Part I	1/ 262,985	25/ 3,286,295	26/ 3,549,280
MDTA	1/ 399,439	------	1/ 399,439
EPDA Part D	------	3/ 175,560	3/ 175,560
EPDA Part F (Sec. 553,554)	1/ 10,538	30/ 642,916	31/ 653,454
EPDA (Sec. 504 (a))	------	1/ 20,000	1/ 20,000
Subtotal:	126/$16,706,317	523/$14,822,916	649/$31,529,233
HIGHER EDUCATION:			
HEA, Title III	------	30/$ 4,756,500	30/$ 4,756,500
HEA, Title IV-D	------	127/ 3,699,000	127/ 3,699,000
EPDA Part E	------	3/ 53,000	3/ 53,000
Subtotal:	------	160/$ 8,508,500	160/$ 8,508,500
SCHOOL SYSTEMS:			
ESEA Title III (Sec. 306)	3/$ 521,300	1/$ 49,995	4/$ 571,295
ESEA Title III (State)[b]	9/ 447,000	2/ 136,000	11/ 583,000
EHA Title VI-B[b]	1,000,000	60/ 1,000,000	120/ 2,000,000
EHA Part F	------	1/ 50,000	1/ 50,000
Subtotal:	72/$ 1,968,300	64/$ 1,235,995	136/$ 3,204,295
GRAND TOTAL	198/$18,674,617	747/$24,567,411	945/$43,242,028

Key to Data Entries: No. Projects/FY73 $ Expended

Footnotes: a. Figures are estimates based on FY72 activity. FY73 data are not yet available.

b. Figures are estimates. States not required to submit data according to OE Career Education Criteria.

Source: Office of Career Education: Activities in Fiscal Year 1973, Prepared by the Center for Career Education, November 1973.

It is also useful to consider the expenditure of funds for Comprehensive Career Education activity by educational level of students served. Table V presents such data. A total of 40 percent of this activity was in the K-12 range and 50 percent in articulated K-14 programs. Another 6 percent was in "Other," which is composed of activities at various levels of the K-12 range. There is apparently little or no Career Education activity in prekindergarten, two-year proprietary schools, junior and community colleges, universities or adult and continuing education.

TABLE V

U.S. OFFICE OF EDUCATION
COMPREHENSIVE CAREER EDUCATION ACTIVITY BY EDUCATIONAL LEVEL OF STUDENTS SERVED
- FISCAL YEAR 1973 -

Educational Level	No. of Projects/	$ Expended	Percent by Level
Pre-K	3/	$ 50,000[a]	0.3
K-6	31/	1,385,224	7.4
7-9	18/	652,573	3.4
10-12	29/	1,124,669	6.0
13-14 (non-degree)	1/	31,290	0.2
13-14 (degree)	--	------	0.0
4-year degree	--	------	0.0
Adult and Continuing	2/	662,424	3.5
K-12 (articulated)	42/	4,342,787	23.2
K-14 (articulated)	59/	9,365,898	50.2
Other[b]	13/	1,059,752	5.7
TOTAL:	198/	$18,674,617	99.9

Footnotes: a. Estimate of activity under Education of the Handicapped Act, Title VI-B.

b. Predominantly activity in various portions of the K-12 range.

Source: Office of Career Education -- Activities in Fiscal Year 1973, Prepared by the Center for Career Education, November 1973.

In terms of Career Education Support Activity in FY 1973, Table VI indicates the educational level of the students ultimately served. Approximately 16 percent of the funds were expended for training of teachers, counselors, administrators, and other educational personnel to enable them to design, operate, and/or evaluate Career Education activities. Most of this activity was focused upon K-12 and was primarily from the Vocational Education Act, Parts C and D, and the Education Professions Development Act, Parts D and F. Approximately 61 percent of the Career Education Support effort in FY 1973 was focused upon curriculum development. Most of this activity was aimed at K-12 with particular emphases on grades 10-12. This concentration was undoubtedly related to developing curricula for the fifteen U.S.O.E. clusters and the expectation that these would be assimilated into or replace much existing secondary school curricula. The support of this curriculum development came primarily from the Vocational Education Act, Parts C, D, and I.

The concentration at the K-12 range reflected here seems consistent with the major conceptual and operational development of Career Education in the nation. To this point, relatively little attention had been directed by OE at either prekindergarten, adult and continuing education, or higher education as compared with that devoted to the K-12 continuum.

Table VII represents a further breakdown of funds expended by the OE on curriculum development particularly in support of the occupational clusters. By 1974, six of the clusters had curricula developed for them and are being field tested and disseminated. By 1976, it is expected that major curricula developed will have been completed for all fifteen clusters.

TABLE VI

U.S. OFFICE OF EDUCATION
CAREER EDUCATION SUPPORT ACTIVITY BY
EDUCATIONAL LEVEL OF STUDENTS ULTIMATELY SERVED
- FISCAL YEAR 1973 -

Educational Level	Type of Support Activity[a] Training	Curriculum	Management	Total
Pre-K	------	------	------	------
K-6	20/$ 411,000	59/$1,156,000	------	79/$ 1,567,000
7-9	------	42/ 896,000	4/$ 73,000	46/ 969,000
10-12	15/ 286,847	170/ 3,818,000	30/ 999,000	215/ 4,703,970
13-14 (non-degree)	------	58/ 1,238,000	15/ 344,000	73/ 1,582,000
13-14 (degree)	6/ 346,240	8/ 1,484,950	64/ 1,616,000	78/ 3,447,190
4-year degree	15/ 1,077,000	19/ 3,154,000	53/ 1,595,000	87/ 5,826,000
Adult and Continuing	------	1/ 18,000	------	1/ 18,000
K-12 (articulated)	19/ 854,936	33/ 699,995	13/ 216,000	65/ 1,770,931
K-14 (articulated)	2/ 588,422	1/ 15,429	2/ 70,379	5/ 644,230
Other	14/ 450,878	21/ 2,427,212	1/ 25,000	36/ 2,903,090
TOTAL:	91/$1,985,323	412/$14,907,709	182/$4,538,379	685/$23,431,411[b]

Footnotes: a. Figures indicate No. Projects/FY73 $ Expended according to the target group which the trained personnel, developed curricula, or management material will ultimately serve.

b. 62 Projects ($1,136,000), mostly under authority of HEA Title VI-B, cannot be categorized due to insufficient information.

Source: Office of Career Education: Activities in Fiscal Year 1973, Prepared by the Center for Career Education, November 1973.

TABLE VII

DISTRIBUTION OF PART I FUNDS
BY OCCUPATIONAL CLUSTERS, 1971-1973

Cluster	FY 1971	FY 1972	FY 1973
General Career Education	0	$1,137,661	$ 273,729
Agri-business	$ 149,913	260,000	0
Business and Office	200,000	0	520,314
Communications and Media	570,000	0	241,830
Health	0	200,000	500,000
Hospitality, Tourism, and Recreation	103,012	0	0
Consumer and Homemaking	164,383	195,724	162,144
Fine Arts and Humanities	0	0	26,109
Construction Occupations	150,000	71,705	262,786
Environment	296,236	0	0
Marketing and Distribution	0	24,000	189,853
Manufacturing	150,000	0	250,000
Public Services	150,000	0	229,707
Personal Services	200,000	0	0
Transportation	150,000	49,396	250,000
Marine Sciences	0	0	0
Other	150,000	200,000	570,000
TOTALS	$2,443,544	$2,138,486	$3,477,307

Source: Marland, Sidney. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974.

Under the influence of PL 93-380, the Office of Career Education has attempted to channel resources into areas which under earlier funding authorizations had not received sufficient attention. Table VIII presents the FY 1975 project grants by category.

It is likely that Federal fiscal support of Career Education, unless PL 93-380 is amended, will continue to emphasize grants to State educational

TABLE VIII

CAREER EDUCATION PROJECTS FUNDED UNDER SECTION 406, Title IV, PL 93-380 - FISCAL YEAR 1975 -

Category	No. of Proposals	Funding Recommended
1 -- Activities designed to effect incremental improvements in K-12 career education programs.	45	$ 5,802,756
2 -- Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, and institutions of higher education.	7	918,691
3 -- Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, low income, and female youth.	12	1,045,364
4 -- Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	4	750,298
5 -- Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	12	1,173,708
6 -- Activities designed to accomplish a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States, as required under sub-section (e) of Section 406 of Public Law 93-380.	1	308,640
TOTALS:	81	$9,999,457

Average grant size: $123,500

Source: Office of Career Education, "Career Education Projects Funded under Section 406, Title IV, Public Law 93-380 (First Year's Program -- Fiscal Year 1975 Funding)," June 1975.

agencies, local educational agencies, institutions of higher education and other nonprofit agencies and organizations to support projects to demonstrate the most effective methods and techniques in Career Education and to develop exemplary Career Education models (including models in which handicapped children receive appropriate Career Education). In fact, Section 406 of Public Law 93-380 does not provide for an "assistance program in Career Education." Clearly, the purpose of the legislation is not to provide general assistance to agencies and organizations interested in initiating and implementing Career Education activities but to demonstrate effective methods and techniques to develop exemplary Career Education models.

N.I.E. Fiscal Support of Career Education

It is important to note here that the figures reflected in Table VI do not take into account the $18 million which N.I.E. began investing in Career Education in FY 1973. Such a figure would then raise the Federal effort in FY 1973 to $61 million. Since that time N.I.E., effort alone has risen to approximately $21.4 million in FY 1975. From 1971 through fiscal 1974 all Career Education support from Federal resources had been through the use of discretionary funds, both for research and for operations (Marland, 1974, p. 298). In passing the 1975 budget, Congress appropriated $10 million (under the Education Amendments of 1974) for direct support to the Office of Career Education This money will likely be used in addition to the pattern of discretionary funds noted since FY 1973 until the level of direct legislative support more closely meets the Federal needs for support of Career Education.

It is also likely that the total Federal fiscal support for Career Education will be somewhat reduced over past efforts at least for the 1975-77 fiscal year. This is true for two reasons. First, Section 406, PL 93-380 provided only $10 million, out of an authorization of $15 million for fiscal year 1975, the first year of the official Career Education program authorized by legislation. For fiscal year 1976, the President of the United States requested Congress to appropriate approximately $10,100,000 to support the second year of the Career Education program.[13] In addition to grants to educational and nonprofit agencies and organizations for Career Education project activities, these monies must also be used to support the U.S.O.E. Office of Career Education, the National Advisory Council for Career Education, surveys and assessments of status of Career Education in the United States, and grants to State educational agencies to enable them to develop State plans for the development and implementation of Career Education programs in the local educational agencies of the States. This condition limits the operational availability of U.S.O.E. direct support to Career Education activities around the nation. Second, the Vocational Education Act Amendments of 1968 which have provided so much of the support for Career education under Parts C, D, and I are being phased out in June 1975. Congressional hearings are ongoing to consider new amendments to the Vocational Education Act which would become law in July of 1976. Whether this legislation will allow support to Career Education to continue from the Vocational Education Act is not now clear.

Whether or not N.I.E.'s contribution to the support of Career Education will rise and offset erosion of U.S.O.E.'s fiscal efforts is, in general, contingent upon the overall funding of that agency and the mission of the Career Education Development Task Force within N.I.E. Table IX reports the fiscal commitments by program activity for N.I.E. from FY 1972 through FY 1975. As N.I.E. has evolved, its emphases in Career Education have shifted. For example, during FY 1974 over 80 percent of allocated funds were spent on projects for youth. In FY 1975 this percentage dropped to 50 percent reflecting increased attention on adults. It is likely that as specific N.I.E. goals are met or mission priorities are reordered other fiscal shifts will occur in the future.

---

[13] Office of Career Education. Career Education Program (CFDA No. 13,554) Authorized under Section 406, Title IV, Public Law 93-380, The Education Amendments of 1975. Washington, D.C.: The Office, July 1975.

State Support of Career Education

Since 1971, at least 5,000 of the approximately 17,000 LEAs in the United States have initiated some kind of Career Education activity. At least seven States have enacted State laws supporting Career Education and at least twenty-six States have used State appropriated funds in support of Career Education activities. Thirty States have used Federal funds other than Vocational Education Act funds (typically ESEA III) to support Career Education activities and twenty-nine State Education Agencies have appointed full-time staff members in Career Education.[14]

In addition, available data reported by the States relative to their expenditures of funds through FY 1973 shows a significant over-matching of Federal by State funds. While not all States reported, Table X does give a rough indicator of early State fiscal support for Career Education.

---

[14] Office of Career Education. Suggested Strategies for OE Career Education Activities for FY 1975 and Beyond. Washington, D.C.: The Office, May 15, 1975.

TA IX

NIE CAREER EDUCATION BUDGET, BY STRATEGY AND PROGRAM,
FISCAL YEARS 1972-1975
(millions of dollars)

Strategy and Program	1972	1973	1974	1975
1. Guidance, Counseling and Placement				
a. Home Community Based Project	.293	1.658	.205	2.610
b. Lab and Center (Panel G) projects	1.293	1.177	1.475	.970
c. Sex Bias projects	---	---	.107	---
d. Policy analysis and planning studies	.210	.070	.170	----
e. Field initiated studies	---	.275	.001	---
f. Other (new projects)	---	---	---	.300
Subtotal	1.796	3.180	1.958	3.880
2. Curriculum Development				
a. School Based Project	3.806	4.060	.861	.900
b. Anacostia/DC RENP projects	---	2.898	2.350	2.350
c. Lab and Center (Panel G) projects	2.576	2.088	1.349	.846
d. Implementation project	---	---	.535	.080
e. Policy analysis and planning studies	.443	.013	.002	---
f. Field initiated studies	---	.061	---	---
g. Unsolicited Proposals	---	---	.052	.200
h. Other (new projects)	---	---	.400	---
Subtotal	6.825	9.120	5.549	4.376
3. Financial Supports				
a. Policy analysis and planning	---	---	.071	---
b. Field initiated studies	---	.038	---	---
c. Other (design studies, new projects)	---	---	---	.400
Subtotal	---	.038	.071	.400

TABLE IX (continued)

Strategy and Program	1972	1973	1974	1975
4. Alternative Settings				
a. Experience Based Project	4.199	.113	5.165	4.250
b. Opportunities Industrialization Center	.496	.593	1.192	1.400
c. Mountain Plains Project	3.923	4.504	1.019	5.400
d. Policy analysis and planning	---	---	.040	---
e. Field initiated studies	---	.020	---	---
f. Unsolicited proposals	---	---	.188	---
g. Other (design studies, new projects)	---	---	---	.600
Subtotal	8.618	5.230	7.604	11.650
5. Systemic Changes				
a. Policy analysis and planning	.007	---	.100	.300
b. Other (design studies, new projects)	---	---	.050	---
Subtotal	.007	---	.150	.300
6. Research and Policy Analysis				
a. Field initiated studies	---	.834	.769	.500
b. Policy analysis and planning	---	---	---	.530
c. Unsolicited proposals	---	---	.160	.250
d. Other	---	.814	---	---
Subtotal	---	1.648	.929	1.280
TOTAL	$17.246	$19.216	$16.261	$21.886

Source: NIE, "FY 1975 Budget Justification" (Working Draft), May 1974.

In addition to funding of Career Education as reported in Table X other indications of State support are available. The current author wrote to all 50 State Departments of Education, Puerto Rico and American Samoa. These agencies were asked whether they had State legislation in behalf of Career Education or if such was planned, whether a specific State budget was available, whether specific positions in Career Education were present at the State level, and whether a State plan, position statement or resolution existed with regard to Career Education. Not all States responded to this request. However, that which was received was compared with the information available from the Office of Career Education in its document, Career Education: The State of the Scene and the information in Table XI resulted. Table XI lists by category and by year the status by State of involvement in different Career Education commitments.

In addition to the State level commitments to Career Education reported in Table XI, States have also been involved in a range of developmental activities in support of Career Education. Table XII presents rough indications of State involvement focused on Career Education in the development of task forces, conducting needs assessments, providing inservice training or project support, undertaking curriculum development, evaluative activity or programs for special need groups.

TABLE X

TOTAL EXPENDITURES FOR CAREER EDUCATION AS REPORTED BY THE STATES (FISCAL YEARS 1965-73)

	STATE	STATE FUNDS	FEDERAL FUNDS
1.	Alabama	$ ---	$ 336,125
2.	Arizona	10,536,000	---
3.	Arkansas	67,573	362,138
4.	California	---	943,780
5.	Connecticut	7,815,918	308,572
6.	Florida	17,566,000	4,114,104
7.	Georgia	2,254,500	---
8.	Illinois	1,345,623	985,499
9.	Indiana	---	792,965
10.	Iowa	6,750,000	6,750,000
11.	Kentucky	166,818	1,501,357
12.	Louisiana	1,000,000	761,421
13.	Massachusetts	---	421,022
14.	Michigan	100,000	3,539,302
15.	Minnesota	161,380	538,051
16.	Mississippi	392,808	695,886
17.	Missouri	156,000	---
18.	New Jersey	3,960,698	1,311,140
19.	New York	---	2,000,000
20.	North Carolina	12,168,000	---
21.	Ohio	1,976,621	2,584,142
22.	Oklahoma	---	380,786
23.	Oregon	---	---
24.	Pennsylvania	681,748	151,374
25.	South Carolina	7,959	296,398
26.	Tennessee	74,000	865,501
27.	Texas	---	1,185,000
28.	Virginia	---	233,550
29.	Washington	---	628,683
30.	West Virginia	---	668,170
31.	Wisconsin	---	545,391
	TOTAL	$67,181,646	$32,900,357

Source: Worthington, R. Career Education in the United States Today: What It Is, Where It Is, And the Results So Far. Supplemental Report Prepared for Project Baseline, Northern Arizona University, Flagstaff, Arizona, June 28, 1974.

TABLE XI

STATUS AND COMMITMENT BY STATE BY YEAR TO CAREER EDUCATION ACTIVITIES

	1969	1970	1971	1972	1973	1974	1975
Budget	Georgia	Wyoming	California Delaware Ohio Hawaii Indiana	Arizona Conn. California S. Carolina Missouri Vermont Maryland	Louisiana Alaska Arkansas Florida Guam Illinois Nevada N. Hampshire N. Mexico Washington W. Virginia	Colorado Idaho N. Dakota New Jersey Ohio Virginia	Hawaii Oregon Utah
Legislation Enacted				Arizona Iowa	Conn. Louisiana Washington	Florida Kansas	
Legislation Planned		Florida			Arkansas Mass. Nevada	Hawaii New Jersey Oregon	Wyoming Arkansas Colorado? California?
State Board Resolution	Delaware Wyoming Iowa D.C.	Washington	California Maryland Ohio Texas Indiana	Guam Idaho Miss. Missouri Nebraska	Colorado Florida Louisiana N. Hampshire N.Carolina Idaho Kansas Mass.	Hawaii	
Position Statement	Delaware Iowa D.C.	Oregon Wyoming	Ohio Texas Indiana New York Wisconsin	Samoa Colorado Georgia Miss. Missouri Nebraska Nevada N. Hampshire Penna. S. Dakota Alabama Minnesota Guam	Arizona California Conn. Florida Idaho Illinois Louisiana N. Mexico N. Carolina Utah Hawaii Kansas Mass. Virginia W. Virginia Washington	California	Alaska

TABLE XI (continued)

	1969	1970	1971	1972	1973	1974	1975
Sta[illegible]lan	Georgia D.C.	Oregon Wyoming Iowa	Ohio Texas Indiana	Arizona Conn. Maryland Miss. Missouri Nevada	Arkansas California Colorado Florida Idaho Illinois Louisiana Nevada N.Hampshire N.Mexico N.Carolina Utah Hawaii Mass. New York Virginia Washington	Idaho New Jersey Ohio S.Carolina Wisconsin	California Alaska
Coordinator	Georgia Wyoming Iowa	Indiana	Arizona California Delaware	Conn. Florida Miss. Montana N.Hampshire Ohio Oklahoma Penna. S.Carolina S.Dakota Texas Vermont Washington Mass. Tennessee	Arkansas Colorado Guam Idaho Illinois Louisiana Maryland Nevada N. Mexico N.Carolina Utah Kansas Minnesota W. Virginia	N.Dakota Maine Virginia Wisconsin	

TABLE XII
STATE DEVELOPMENTAL ACTIVITIES IN SUPPORT OF CAREER EDUCATION

State	Task Force	Needs Assess	Inservice & Conferences	Project Support	Curriculum Development	Evaluation	Special Need Program
Alabama	X		X	X	X	X	X
Alaska	X	X					
Arizona			X	X	X		
Arkansas	X		X	X	X		
California	X	X		X			X
Colorado	X	X	X				
Connecticut	X			X			
Delaware	X						
D.C.					X		
Florida	X	X	X	X	X	X	
Georgia	X		X		X		
Hawaii	X		X	X	X	X	
Idaho				X	X		
Il[illegible]s	X	X	X	X	X		
Indiana	X	X	X	X	X		X
Iowa	X	X	X	X	X	X	
Kansas	X	X	X	X	X	X	
Kentucky		X	X	X	X	X	X
Louisiana	X	X	X	X	X		
Maine					X		
Maryland	X		X	X	X		
Massachusetts	X						
Michigan	X	X	X	X			
Minnesota	X	X	X	X	X		
Mississippi	X						
Missouri	X	X		X	X		
Montana		X					
Nebraska	X						
Nevada	X	X			X		
New Hampshire	X	X	X	X	X		
New [illegible]sey	X		X	X	X		

TABLE XII (continued)

[illegible]te	Task Force	Needs Assess	Inservice & Conferences	Project Support	Curriculum Development	Evaluation	Special Need Program
New Mexico			X	X	X	X	
New York		X	X	X	X	X	X
North Carolina	X	X			X		
North Dakota			X	X	X		
Ohio	X	X	X	X	X		
Oklahoma			X				
Oregon	X		X	X	X		
Pennsylvania	X				X	X	
Rhode Island			X	X			
South Carolina	X		X	X	X		
South Dakota	X	X	X	X	X	X	
Texas	X		X	X	X		
Utah	X		X		X		
Vermont	X	X	X	X			
Virginia				X	X		
Wa[illegible]gton	X		X	X	X		
We[illegible]irginia			X	X	X	X	X
Wisconsin	X	X	X	X	X		
Wyoming	X		X	X	X		

FEDERAL CONCEPTUALIZATION EFFORTS IN CAREER EDUCATION

When Commissioner Marland introduced the term Career Education in January 1971, it was loosely defined. In part this was so because it had just emerged from a period of hammering out in the planning staff of the Office of Education with leaders from the Bureau of Adult, Vocational, and Technical Education. Its conception was apparently a response to a call from John Ehrlichman, Chairman of the Domestic Council, in late Fall of 1970, asking that the place of vocational education be increased in the Federal role without an increase in budget. In trying to come up with a response to the White House, Commissioner Marland broached with his staff the idea of a total reform of education that would embrace vocational education as a major element but which would also relate the occupational aspects of human development to all levels of learning and all relevant parts of academic instruction. The staff wrestled with this idea and labored over the name for some time before deciding upon Career Education.[15]

These decisions came a few weeks before Commissioner Marland had to address the NASSP in Houston in January 1971. His decision was to introduce the idea and the priority of the Office of Education even if these were still in rough form. There then followed a range of conceptualization efforts to refine and operationalize the term which still continue at the present time.

As has been suggested elsewhere in this paper, Career Education did not spontaneously occur. Many of its ingredients had been conceived or tested earlier in American educational history. But if the most immediate influences upon the U.S.O.E.'s incorporation of Career Education in late 1970 and early 1971 were identified, the following would undoubtedly be major inputs:

---

[15] Marland, Sidney P., Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974.

-- The panel of consultants on Vocational Education appointed in 1961 by President Kennedy. Their report *Education for a Changing World of Work* was a significant influence upon the Vocational Education Act of 1963.

-- The Advisory Council on Vocational Education which in 1966 began to analyze the implementation of the Vocational Education Act of 1963. This advisory body published a report in 1968, *Vocational Education: The Bridge Between Man and His Work*, which advocated many reform concepts embodied in the Vocational Education Act Amendments of 1968 and later perspectives on Career Education.

-- The Vocational Education Amendments of 1968 which advocated such concepts as job clusters, prevocational education, strong guidance and counseling components, innovative curriculum development for Vocational and Technical Education.

-- The Vocational Education Amendments of 1968 also created a National Advisory Council which has to date produced eight reports. By 1971 five of these reports had been prepared. They were:

The First Report (1969) which dealt with the relationship of vocational education and domestic problems.

The Second Report (1969) identified concerns about untrained youth flowing into the pool of unemployment as well as the coordination of manpower and vocational education program.

The Third Report (1970) recommended that, (1) employment be seen as an integral part of education, (2) programs for the disadvantaged be given priority without removing the disadvantaged from the main stream of education, (3) encourage parents and students to participate in the development of vocational programs, (4) establish residential schools for those who need them most.

The Fourth Report deals with five problems of financing and planning vocational and technical education and then recommends new funding and planning techniques.

The Fifth Report examines forces which prevented adoption of some of the recommendations of the first four reports.

-- The National Conference on Exemplary Programs and Projects in Atlanta, Georgia in March 1969 examined Part D of the Vocational Education Amendments of 1968. Of particular importance to the conceptual background for Career Education were two papers presented there: Herr, E. L. Unifying an Entire System of Education Around a Career Development Theme and Gysbers, N. C. Elements of a Model for Promoting Career Development in Elementary and Junior High School. Each of these papers provided elements of a conceptual framework for what was to be proclaimed later as Career Education.

-- Career development theory and research had begun to surface in support of systematic educational intervention which would facilitate student self and career exploration and the acquisition of decision-making skills. Among the major theorists whose work provided support for many of the assumptions underlying early perspectives on Career

Education were Super, Tiedeman, Ginzburg, Gribbons and Lohnes.[16]

- The ococupational cluster concept useful in organizing delivery systems for both exploratory and preparation aspects of Career Education had been a subject of investigation and development for six years or more. Maley had been developing and testing experimental cluster concept programs in Maryland high schools since 1965. McCloskey had been directing work on clustering at Washington State University during the same time period. Cunningham had been engaged in systematic investigations of the cluster concept and its implications for curriculum organization.[17]
- Many experimental and developmental projects focused upon increasing student awareness of career options, providing realistic hands-on exploratory experiences in career cluster areas, and developing competency-based career preparation in emerging occupational areas were in various stages of development at the Ohio State University, UCLA, the Technical Education Research Center and other locations across the nation.
- Various research developmental approaches had been underway throughout the 1960s and early 1970s to describe, analyze and provide career guidance. Some of these involved computer-based programs. Others used multimedia efforts. On balance, they provided conceptual frameworks for viewing career guidance as involving specific goals and behavioral objectives, a variety of processes and resources tailored to meet specific objectives and evaluative techniques to

---

[16] Herr, E. L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, 1972

[17] High, S. C., Jr. A National Perspective on Career Education. Journal of Research and Development of Education, Spring 1974, 7(3), 3-17.

determine the effectiveness of the approaches used. Such perspectives also began to elevate the developmental as compared with the remedial potential of career guidance to support broader educational goals of self-understanding, career awareness and decision-making.[18]

Based upon this foundation of developmental work predating 1971, the U.S.O.E.'s conceptual efforts in 1971 included the following:

-- The development and contracting for four national Career Education models.

-- A meeting of Commissioner Marland and the Chief State School Officers in Washington on June 16, 1971 to analyze the implications of Career Education and the need for development of models in each State.

-- The formulation of guidelines by which to distribute the Commissioner's discretionary funds to States.

-- A large number of speeches and articles by Commissioner Marland refining the ideas of Career Education and synthesizing it in relation to critics observations. This continued through 1972.

-- Preparation of a brief brochure, Career Education, which discussed the need for educational reform and the Career Education concept as it was originally conceived.

-- The guidelines deriving from and selected papers prepared for the National Conference on Exemplary Programs and Projects, Atlanta, Georgia, 1969 were used as stimuli to help States consider possible model-building approaches.

-- A discussion paper prepared by the Bureau of Adult, Vocational, and Technical Education entitled Vocational Education for the 1970's which stated that vocational education should be lifelong career development for each person and, then, identified six objectives of Career Education.

---

[18] U.S. Office of Education. Computer-Based Vocational Guidance Systems. Washington, D.C.: U.S. Goverment Printing Office, 1969.

1972

-- N.I.E. brought together a group of researchers in the social sciences to lay out a Career Education design. They expressed it as follows:

> An important goal for American education is to enable its citizens to choose and advance in careers that reward them with acceptable levels of income and satisfaction.
>
> ... to improve the understanding of the relationship between education and work
>
> ... to improve access to careers
>
> ... to improve progression in careers
>
> ... to improve career satisfaction

These goals shaped the initial directions of the N.I.E.'s Career Education Development Task Force.

-- Herr's Review and Synthesis of Foundations for Career Education was prepared under a grant from U.S.O.E. to the Ohio State Center for Vocational and Technical Education. This work attempted to trace the evolution of vocational education to Career Education and to examine the historical bases for Career Education.

-- The Panel on Youth of the President's Science Advisory Committee published Youth: Transition to Adulthood which evidenced considerable compatibility with Career Education.

-- Dr. Kenneth B. Hoyt, Professor of Education, University of Maryland, assembled the rapidly emerging State and other definitions of Career

Education and analyzed their emphases. These were published under U.S.O.E. sponsorship.

-- The Ohio State Center for Vocational and Technical Education, under contract to OE, developed a Comprehensive Career Education Matrix which identified 8 broad elements, 32 subordinate themes, 1,500 goals, and 3,000 general performance objectives as a major operational definition of Career Education.

-- Dr. Duane Mattheis, Deputy Commissioner for School Systems in the Office of Education,presented eleven operational objectives of Career Education to the Chief State School Officers for their reaction.

-- Commissioner's Regional Conferences on Career Education were held in sixteen sites around the nation to clarify and obtain reactions to the emerging U.S.O.E. view of Career Education.

-- Airlie House Conference on Career Education was held on December 17, 18, 19, 1972 in Warrenton, Virginia. It included (a) State-level personnel responsible for the coordination of Part C and Part D Career Education projects (b) local project directors of the Career Education projects supported under Parts D and C, and (c) third-party evaluators under contract to conduct evaluations of Part C and D Career Education projects who provided the U.S.O.E. with specific recommendations about how Career Education affected each of the groups of participants.

-- A conceptual document entitled The Career Education Program: An Analysis and Plan was prepared for the National Institute of Education by The Rand Corporation, November 1972. This document provided an overview of the context into which Career Education fits and the research and theoretical issues which needed to be addressed for it to advance effectively.

1973

-- An internal HEW memo was written by Dr. Martin Kramer for Assistant Secretary for Planning and Evaluation Morrill and Secretary Weinberger which brought to some synthesis a variety of ideas about Career Education which had begun to evolve during the previous two years and solified a base for total DHEW support for Career Education.

-- OE co-sponsored a conference devoted to the minority student and Career Education which yielded some twenty recommendations concerning the further development of Career Education.

-- Chamber of Commerce sponsored The First National Conference on Career Education at which 240 businessmen, educators, and labor leaders met and participated. The outcomes of these were published in a report by Hoyt entitled "A Handbook of Action Suggestions."

-- Dr. Corinne Rieder, Head of N.I.E.'s Career Education Development Task Force prepared a Forward Plan for Career Education Research and Development in April 1973, which helped to conceptualize not only N.I.E.'s role in advancing Career Education but Career Education itself.

-- In July 1973, a statement was developed detailing OE's role in support of Career Education.

-- In August 1973, the Center for Career Education was created and developed criteria by which OE activities could be sorted into categories: Comprehensive Career Education Projects and Career Education Support System Projects.

-- Essays on Career Education was published by the OE in collaboration with the Northwest Regional Laboratory.

-- Work in America, Report of a Special Task Force to the Secretary of Health, Education, and Welfare was prepared and published under the auspices of the W. E. Upjohn Institute for Employment Research. This report identified a variety of shortcomings in the relationship between education and work which provided further insights about Career Education elements necessary to respond to these significant social issues.

1974

-- March 1974, North Carolina State University's Center for Occupational and Vocational Education sponsored a conference for Chief State School Officers under an OE grant and N.I.E. assistance which spent three days considering the Career Education concept and reacting to its operational implications.

-- Summer 1974, the Chief State School Officers accepted a report from its Committee for Career Education which ratified a tentative definition and several recommendations about Career Education.

-- September 1974, under contract with the Educational Research Council of America, the Office of Career Education, prepared a four volume document entitled, Taxonomy and Profiles of Career Education. This work included a general description of the national movement on a range of variables as well as specific profiles of Career Education projects in each State.

-- N.I.E. began producing RFPs (Requests for Proposals) calling for scholars and researchers to produce publications for wide dissemination to schools and colleges as resources for unifying and systematizing the burgeoning information on Career Education. They included: instructional materials; facilities; learning resource activities; case studies.

-- Dr. Hoyt, Director of the Office of Career Education and his staff moved to extract learnings from Career Education at all levels. Conceptual Conferences bringing scholars and practitioners together were held in early June followed by a Philosophers Conference and by mini-conferences of practitioners to discuss the status of Career Education. A concept paper describing the intent and content of Career Education was prepared and an instrument to tap national consensus for basic concepts in the paper on the part of national leaders in Career Education, SEA personnel and LEA personnel were created.

-- Career Education: The State of the Scene was published by the Office of Career Education in November 1974. It identified in depth the status of Career Education by State, exemplary projects in Career Education from kindergarten to grade twelve, Career Education in post-secondary education, significant examples of collaboration between business, labor, industry, professional and governmental agencies in support of Career Education.

-- OE Office of Career Education prepared, under Kenneth Hoyt's leadership, a draft document entitled, An Introduction to Career Education. In addition, a study was prepared for the purpose of eliciting responses indicating agreement or disagreement with specific statements in the document. These materials were distributed to a wide variety of persons in all 50 States. Some 250 responses were obtained to 19 questions or statements plus sub-parts which defined the levels of overall consensus to the concept paper. The final paper was published in 1975 as A Policy Paper of the U.S. Office of Education.

-- The Report of the National Panel on High Schools and Adolescent Education was published by the Department of Health, Education, and Welfare. Among its changes was that America "has succeeded in producing a youth society housed in an overburdened institution excessively isolated from the reality of the community and adult world." These observations validated many of the assumptions made by Career Education advocates and reinforces the importance of the Career Education effort.

-- The Office of Career Education commissioned papers by selected scholars to address a number of issues important to conceptualizing Career Education. These included such topics as Career Education: A response to the call for reform; career education for the handicapped; career education and women; career education for adults; the career fair: "How To," financing career education, an assessment instrument for career education curriculum materials.

-- November 1974, under contract with Peat, Marwick, Mitchell and Company, the Office of Career Education published the document, A Systematic Approach to Evaluating Career Education Materials at the Local Level, which defined the assessment tasks required in a systematic approach as well as provided an assessment instrument by which materials evaluation could be conducted.

-- October 1974, Career Education: How To Do It was compiled by the Office of Career Education. Included are statements of activities which have resulted from the mini-conferences conducted by U.S.O.E. in the Summer of 1974.

-- December 1974, Career Education Implementation Categories was published by the Office of Career Education as a way of determining the extent to which a school or school system has progressed in the implementation of Career Education. This approach is based on the realistic assumption that a school or school system does not spring, in a single bound, from having no Career Education to having all of Career Education. Rather, it assumes that the development of Career Education is a process of incremental improvement over a period of time.

-- August 15, 1974, the Bureau of Occupational and Adult Education under contract with Development Associates, Inc., prepared a Handbook for the Evaluation of Career Education which provides a conceptual framework for identifying Career Education objectives, designing an evaluation plan, selecting instruments to assess Career Education outcomes.

1975

-- In June, A Classification Scheme for Career Education Resource Materials was published by the Office of Career Education under the authorship of Ronald G. Koontz. This scheme provides both a retrieval scheme for Career Education materials and a detailed breakdown of categories pertinent to Career Education. These include, with specific subcategories: educational level, discipline and content area, career cluster, career education stage, special groups, and type of material. As such, these categories represent a conceptual framework for considering the parameters of Career Education.

-- In July, the Office of Career Education began the publication of a series of monographs dealing with Career Education.

-- The National Advisory Council on Career Education commissioned a series of papers designed to examine in depth the emerging history of Career Education as well as other specific topics critical to the future of Career Education (e.g., legislation, etc.)

While there are undoubtedly other formal and informal conceptual activities which have affected U.S.O.E. and N.I.E. understanding and action in behalf of Career Education, those reported in this section have had major influence during the past four years in shaping the idea and the substance of Career Education.

THE NATURE OF FEDERAL ACTIVITIES IN CAREER EDUCATION

It is quite difficult to separate in any conclusive sense Federal conceptual efforts from Federal activities in support of Career Education. One spawns the other and there is constant feedback between these two types of effort. However, it is possible to suggest that both U.S.O.E. and N.I.E. have been involved in a comprehensive set of Career Education activities which change and grow as the needs of State, local, and private participants in Career Education activities shift and modify.

The following represent an inventory of activities in support of Career Education in which the U.S.O.E. and N.I.E. have engaged or collaborated since 1971.

Demonstration Projects

Since 1971 through July 1974, approximately 50 million OE dollars have been expended in funding Career Education demonstration projects with a minimum of three demonstration sites in each of the 50 States.[19]

Curriculum Projects

From early 1971 until July 1974, some 10 million OE dollars have been used to support curriculum guideline projects in Career Education. These projects have produced curriculum materials appropriate to the fifteen occupational clusters noted elsewhere in this paper for use in Career Education, general Career Education curricula for use in the elementary schools and a body of information designed to help LEAs implement this Career Education material in their programs.

---

[19] See for example, BAVTE. Abstracts of Research and Development Projects in Career Education. Washington, D.C.: Office of Education, June 1972).

Conferences and Studies

The OE and N.I.E. have conducted a series of conferences and studies which further clarify the State of the art and provide information for policy development in a variety of areas pertinent to Career Education.

Technical Assistance to State Education Agencies and Local Education Agencies in Implementing Career Education

The U.S.O.E. has provided inservice workshops, diverse information, and direct technical assistance to SEAs and LEAs in helping these practitioners solve or anticipate problems in implementing Career Education as well as consider alternative program designs for various settings with different populations.

Concept Paper on Career Education Prepared

A paper addressing the problems to which Career Education is addressed and the concepts it includes was prepared by the Office of Career Education during FY 1974. In addition, an instrument was devised to assess the consensus of national leaders in Career Education, SEA personnel and LEA Career Education personnel about the concepts included. The revised concept paper was adopted as official U.S.O.E. policy in FY 1975.

Bibliographies on Career Education

The U.S.O.E. has prepared a series of bibliographies inventorying pertinent references to Career Education. These have been made available to SEAs, LEAs, and Career Education theorist/researchers.

Career Education Communication System

A communication system between OE, SEA and LEA personnel involved in Career Education has been established to share implementation procedures and outcomes of Career Education activity.

Evaluation of Career Education

Initial materials have been prepared by OE prior to establishing a system for the short-run evaluation of the effectiveness of Career Education. This has involved the application of a short-term evaluation design developed by OE in FY 1974 in 50 LEAs across the nation.

Clarifying Career Education to Various Publics

OE personnel have written a large number of articles for the professional and popular literature describing and interpreting Career Education to various groups of persons: educators, business-labor-industry personnel, parents, minority group persons, etc.

Coordination of OE Career Education Activities

The Center for Career Education and, more recently, the Office of Education have served to energize and to coordinate various fiscal resources and programmatic responses to Career Education which can be committed to Career Education by units and programs throughout the Office of Education.

Mini-Conferences

In the Summer of 1974, 20 mini-conferences were held including representatives of 250 school systems in 50 States. These mini-conferences explored relationships between business-labor-industry groups, the characteristics of and needs for Career Education materials, the characteristics of persons serving as Career Education specialists, and the effectiveness of Career Education. In addition, recommendations were made about future directions of Career Education.

Collaboration Among Federal Agencies Pertinent to Career Education

The Office of Career Education has attempted to increase and coordinate collaborative relationships between OE and such Federal agencies as the Department of Commerce, Department of Labor, Department of Defense in support of Career Education.

Identification and Interpretation of Legislative Needs in Support of Career Education

The OE has provided documents and statistics providing information clarifying the ways by which existing educational legislation, e.g., The Education Amendments of 1974, can be used in support of Career Education as well as identifying for the Congress other legislative and fiscal needs which would effectively advance Career Education.[20]

Basic Research Pertinent to Career Education

Research activities undertaken to gain understanding of cause/effect relationships and to increase basic knowledge in Career Education have been sponsored by N.I.E. Included are field initiated studies, studies that grow out of ongoing developmental work in N.I.E. models, studies relating to job satisfaction, implications for Career Education of differing adult learning patterns and styles, policy analyses, research to generate and compare ways of making program decisions, and invention of educational products that can be used by Career Education practitioners.

Career Education Models Development

Four national models are under development and being field tested at various sites around the nation. Initiated by OE, the responsibility for monitoring the models now resides in N.I.E.

---

[20] Office of Career Education. Career Education Legislative Needs. Washington, D.C. (undated)

Regional Laboratories and Research and Development Centers

N.I.E. sponsors and monitors Career Education related programs of basic research and development at several Federally funded laboratories and centers throughout the country.

Validated Instructional Materials

In 1974, OE selected those sets of validated instructional materials which could be used by local school districts to consider developing and implementing Career Education programs in their own settings. These materials--Cobb County School System in Georgia, Lincoln County School System in West Virginia, Allied Health Professions Project at the University of California at Los Angeles--were provided to the six curriculum laboratories making up the National Network for Curriculum Coordination in Vocational and Technical Education which in turn provided these materials to the RCU's for which it is responsible.

Invitational Workshops

Through the Maryland State Department of Education U.S.O.E. in 1972 conducted workshops across the nation for education, business, and civic leaders to clarify Career Education and to provide a structure for seeking total community backing for the concept of Career Education.

Abstracts of Exemplary Projects in Vocational Education

These abstracts of exemplary projects focused upon Career Education have been prepared annually since 1971 to detail characteristics and goals of exemplary projects in each of the 50 States/Territories.

Clearinghouse for Career Education Materials

In addition to preparing bibliographies of Career Education references and instructional materials, the Office of Career Education has also published directories of State contact persons in Career Education, publishers of Career Education periodicals and newsletters by State, as well as other products important to Career Education.

Occupational Information Systems

In June 1975, the Department of Labor has provided grants to eight States to develop Occupational Information Systems (OIS) designed to help students make career choices. A key objective of this program is to integrate and strengthen the relationships of various groups involved in producing and utilizing educational, occupational, and labor market information. Information reflecting State and local labor markets will include topics such as job duties; legal, educational, and training requirements for entry; current employment, job outlook; and earnings and fringe benefits. Provision will be made to relate personal interests, aptitudes, and abilities to occupations.

Identifying Exemplary Career Education Sites

The U.S.O.E. has solicited and obtained nominations and begun the collection of data from regional OE personnel and SEA Career Education personnel regarding exemplary Career Education activities in the following categories:

Career Education for handicapped persons
Career Education for gifted and talented persons
Career Education for minority persons
Career Education for females
Career Education and parents
Career Education and the business-labor-industry community
Career Education for out-of-school youth and adults

Career Education in teacher education
Career Education in the community college or university setting
Career Education influence in teacher education programs
Career Education in the elementary schools
Career Education in the middle and junior high schools
Career Education in the senior high schools
Career Education and career guidance
Career Education role in placement and follow-ups
Career Education and the all volunteer armed forces
Career Education and the Comprehensive Employment and Training Act

Films

The U.S.O.E. has sponsored or collaborated in the production of several films dealing with Career Education. An early one, Career Education, was developed to introduce various publics to the concepts and implementation ideas of Career Education. More recently, the U.S.O.E. contracted with Sutherland Learning Associates in Los Angeles and the UCLA Department of Vocational Education to produce, develop and disseminate sixteen animated films to develop the career awareness of three to six year old children. These films dealing with the "mythical Kingdom to Could Be You" have been shown on Captain Kangaroo and are now available for purchase from Encyclopedia Britannica Educational Corporation. Teacher guides are also provided with these films.

Projected OE Activities for Career Education in FY 1975 and Beyond

The following are projected U.S.O.E. activities for Career Education in FY 1975 and beyond and illustrates the likely direction of future Federal efforts. The data is derived from the Suggested Strategies for OE Career Education Activities for FY 1975 and Beyond prepared by the Associate Commissioner for Career Education in late Spring of 1974.

1. Support SEA and LEA efforts to implement exemplary Career Education efforts in public school settings.

Expected Outcomes

a. Accumulation of Career Education needs assessment data.

b. Increases in number of Career Education personnel employed by SEAs.

c. Accumulation of comparable evidence in relation to evaluation of Career Education

d. Accumulation of reports of ways in which the quality of LEA Career Education efforts has been increased through the use of OE funds.

e. Reports of overmatching of OE funds by State and/or local funds expended for Career Education.

2. Expand the settings in which Career Education operates through demonstration grants.

Expected Outcomes

a. Establishment of 20 demonstration sites (5 in senior high schools, 5 in community colleges, 5 in four-year colleges and universities, and 5 in community Career Education resource centers).

b. Encouragement of other institutions of these same types to undertake initial steps aimed at implementing Career Education programs.

c. Accumulation of some knowledge regarding problems encountered in implementing Career Education in settings such as these.

d. Clear examples to all that Career Education and vocational education are not synonomous in their meaning.

3. Expand the knowledge base for Career Education and communicate such knowledge to leading Career Education practitioners.

   Expected Outcomes

   a. A set of papers summarizing knowledge in a variety of areas pertinent to Career Education.
   b. Collection of Career Education knowledges being accumulated by practitioners.
   c. Communication of Career Education knowledge to Career Education practitioners through the communication established in 1974 and through subsidizing visits to outstanding Career Education sites.
   d. Sharing of the OE Career Education communication system with N.I.E. for use in helping N.I.E. communicate with Career Education practitioners.[21]

1976

It is anticipated that most of the 1975 initiatives will continue through 1976 with some additional emphases. Increased emphases will be placed on providing assistance in the preparation and dissemination of Career Education materials, in the use of exemplary evaluation models, and in the provision of Career Education to special groups. Specifically, 40 new exemplary projects specifically targeted to meet the needs of minorities, the economically disadvantaged, the handicapped, the gifted and talented, and women.[22]

---

[21] Office of Career Education. Suggested Strategies for OE Career Education Activities for FY 1975 and Beyond. Washington, D.C.: The Office, (undated)

[22] Hoyt, Kenneth B. Memorandum to William F. Pierce in regard to FY 1975 and FY 1976 Plans for Career Education, May 15, 1974.

NATIONAL MODELS OF CAREER EDUCATION

One of the thrusts of the Office of Education immediately subsequent to Commissioner Marland's speech of January 1971 was the initiation of efforts to build models of Career Education that would operationalize alternative systems of delivery to various populations. As indicated previously, the original responsibility for development of the four models was assigned to the National Center for Educational Research and Development. When research and development in education were incorporated into the National Institute of Education under the Education Amendments of 1972, the responsibility for these models was transferred to that agency under the direction of the Career Education Development Task Force.

The original Office of Education document detailing the national models[23] included only three. The fourth was added, however, at approximately the same time as the first status report was published in July 1971.

The first conceptions of the School-Based Career Education Model, the Employer-Based Career Education Model, and the Home-Based Career Education Model were described as follows:

> The School-Based Career Education Model seeks to revitalize education by restructuring the curriculum around a career education theme. Because career attitudes and competencies begin to develop at an early age and are modified over time, the model will encompass grades K-12. The model will require extensive community, industrial, and business involvement, make widespread use of cooperative education, and stress placement of every departing student in either a job or a higher education program. This model will capitalize on the strengths and prior commitment of career-oriented education programs at selected sites. The strategy is to accelerate the development of good programs by giving selected LEAs the benefit of resident R&D teams and financial resources. Thus, the U.S.O.E. will be able to initiate a proven system of career education in additional locations. The Ohio State University Center for Vocational and Technical Education received $2 million in June 1971 to coordinate the initial phase

---

[23] U.S. Office of Education, National Center for Educational Research and Development. The Career Education Program Status Report, July 30, 1971.

of the program. The Center will subcontract with participating local education agencies to assist them in completing and validating their ongoing programs in career education and to make the results of these pilot efforts available to other school systems that seek to restructure their career education programs.

The descriptive overview provided was as follows:

The School-Based Model provides for a comprehensive, grades K-12, career education system that can revitalize the public educational system by structuring the entire school program around a career development theme. The program will seek to develop within students:

a concept of self which is in keeping with a work oriented society,

positive attitudes about work, school, and society, and a sense of satisfaction resulting from successful experiences in these areas,

personal characteristics of self-respect, self-reliance, perseverance, initiative, and resourcefulness,

a realistic understanding of the relationships between the world of work and education,

a comprehensive awareness of career options in the world of work,

the ability to enter employment in an appropriate occupation at a productive level and/or to pursue further education.

The development, testing, and installation of the School-Based Comprehensive Career Education Model will be administered by the National Center for Educational Research and Development (NCERD) through a grant to The Center for Vocational and Technical Education (CVTE) located at The Ohio State University. The model will be developed in one or more urban or semi-urban local education agencies most advanced toward achievement of the above objectives.

It is planned that the model will be implemented through a research and development effort which is directed by the CVTE in each LEA. The program effort will be assisted by staff from the U.S. Office of Education. A resident CVTE project team will provide each LEA with the R&D direction and technical assistance needed to achieve a comprehensive career education program consistent with the objectives of the model.

Based on the evaluation of the refined and tested model and the concurrent research and development efforts of CVTE, a systematic program for disseminating and implementing a total comprehensive career education program in a significant number of LEAs will be developed.

The Employer-Based Career Education Model is designed to meet the individual learning needs of a cross-section of young people, ages 13-18, who are seeking a significant alternative to their current educational environments. Each implementation of the model will be directed by a consortium of public and private employers. The goals are to provide a comprehensive and rewarding educational program and to demonstrate the relevance of the educational process through intimate student involvement in professional and industrial operations.

Two educational laboratories (Research for Better Schools, Philadelphia, and the Far West Laboratory, Berkeley) have received a total of $2 million to perform in-depth feasibility studies of the employer-based model concept and to define specifications for the implementation of the model. In addition, the Center for Urban Education in New York City has received $300,000 to assist the U.S.O.E. in extracting and analyzing data from current career education programs which have components similar to the U.S.O.E.'s model II concept. This strategy will permit the consortia to commence their activities early in 1972, not only with the benefit of the two feasibility studies, but even with the experience of similar activities.

The descriptive overview of the model was as follows:

The goals of the Employer-Based Model are:

1. to provide an alternative education program for students, ages 13-18, in an employer-based setting;

2. to unify the positive elements of academic, general, and vocational curricula into a comprehensive career education program;

3. to increase the relevance of the world of education to the world of work;

4. to broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education.

The program will be operated by a consortia of employers. Each consortium will encourage the assistance and active support of diverse community elements, such as unions, schools, parents, PTAs, and Chambers of Commerce.

The model will provide a unique total educational program which emphasizes direct participation by students in a series of learning experiences designed to achieve the following:

1. Review and reinforce students' educational competencies and interests.

2. Provide opportunities for a variety of activities with a variety of people other than the limited peer-group and teacher associations available in the public schools.

3. Develop a strong self-concept through participation in an individualized, and self-directed learning program.

4. Provide multiple opportunities for obtaining directly relevant information concerning career opportunities and requirements, and advantages and disadvantages of variety of career options.

This program will emphasize educational experiences that take place within a variety of nontraditional settings, for example, scientific and medical laboratories, warehouses, construction and housing projects, parks, museums, banks, insurance companies, hospitals, factories, and prisons. The community will be the classroom.

This program contemplates year-round operation and open entrance and exit of students. The student could freely enter or re-enter the program at various levels determined by his individual needs and abilities. He could leave the program at various points with the options of returning to the traditional public school, getting a job, or going on to further education. Graduates of the model would be assured credentials equal to those offered by the public school system. Graduates would also have acquired attitudes and motivations essential for further and continuing education, gainful and satisfying employment, and personal/life fulfillment.

Performance objectives for the basic learning program will be developed to place heavy emphasis on the ability of the consortium to impart cognitive and affective knowledge and skills to every student. Relatively few constraints will be placed on the consortium regarding the means by which knowledge, skills, attitudes, motivations, and experiences are to be imparted, so that development of innovative and highly cost-effective means will be encouraged.

A guidance system will be designed to mediate actively between the student and his work-education-community environments. It will involve parent/peer participation and directly assist in the mapping of an individualized learning program for each student. The guidance system should maximize participation in establishing and achieving his learning objectives.

The Home-Based Career Education Model is designed to increase the career education opportunities of individuals who have difficulty accessing the programs in educational institutions. The first major component to be developed is a nation-wide career-oriented television program, for the Woman-in-the-Home. The program will provide career information and emphasize the range of career possibilities available to every individual. A set of supporting services, including career clinics and home instruction in career-related skills, will be developed as supplements to the T.V. program.

The Education Development Corporation, Newton, Massachusetts, is conducting studies in three major areas: in-depth definition of population characteristics appropriate for a Career Education TV series; development of an evaluation plan for the series; and conceptualization and feasibility studies of supporting components.

The Rand Corporation is conducting an analysis of successful media-based educational programs so that the U.S.O.E. can develop a prototype for the implementation of the Home-Based Model.

The descriptive overview of the model was as follows:

The purpose of the Home-Based Model for career education are the following:

1. To develop educational delivery systems into the Home and Community.
2. To provide new Career Education programs for adults.
3. To establish a guidance and career placement system to assist individuals in occupational and related life roles.
4. To develop more competent workers for the world of work.
5. To enhance the quality of the home as a learning center.

The Home-Based Model will have three major components:

I. A career-oriented educational television program, as a major aspect of the foregoing with motivation to study for a career, information concerning career opportunities, and some instruction for occupational competency.

II. Home and community centered education system, using television correspondence programs, radio and instructional aids.

III. Career clinics in the community, to provide career guidance and counseling, referral services, and information on relevant institution based education programs.

Operation of the television program should begin around November 1972. Half-hour programs to be shown five days a week are envisioned. There are a variety of possible configurations for the in-home (or community center) aspect of the system. This component of the system will be instituted in one or more communities within a year after the TV program becomes operational.

The results of studies now underway will help determine the nature of the requests for proposals which will be announced in the Fall of 1972. These will be RFP's for the design and production of the career-oriented television program and for evaluation of this effort. Later, a request for proposals for design and implementation of the supporting aspect of the system will be announced.

According to a draft document prepared by the Division of Vocational-Technical Education, Bureau of Adult, Vocational, and Technical Education,[24] during FY 1971, a total of $11,413,651 in Part C, Vocational Education Act funds was expended for contracts related to the four national level Career Education Models. These monies were distributed as follows:

Model 1 -- Implementation of a School-Based Career Education Model, $1,988,004, Center for Vocational and Technical Education, Ohio State University.

Model 2 -- Design for an Employer-Based Career Education Model, $999,345, Far West Lab for Educational Research and Development, Berkeley, California. Design Studies on an Employer-Based Career Education Model, $1,000,000, Research for Better Schools, Philadelphia, Pennsylvania. Pilot Test of an Employer-Based Career Education Model, $300,000, Center for Urban Education, New York City.

Model 3 -- Describing models for Home-Based Career Education, $24,925, Rand Corporation.

Design Studies on Home/Community Based Model for Career Education, $276,372, Regional Educational Lab for New England.

Model 4 -- Planning Grant for Development of an Educational Community, $125,000, Eastern Montana College.

Mountain-Plains Regional Education Center, Residential Career Education Model, Glasgow AFB, $4,000,000,

---

[24] Division of Vocational-Technical Education, Bureau of Adult, Vocational, and Technical Education. U.S. Office of Education Support of Career Education. Washington, D.C.: The Division, December 10, 1971.

Mountain-Plains Regional Education Center, Inc.,

Glasgow, AFB, Montana.

By the beginning of the 1972 fiscal year, the fourth Career Education Model was in place and known as the Rural/Residential-Based Model. Also by the end of that fiscal year, a sharpening of the emphases for the four models had begun to occur. In a briefing paper published, June 15, 1972, the National Center for Educational Research and Development[25] described the status of the four Career Education Models as follows:

> Early in the fiscal year 1972, the entire directed development Career Education program was placed under the Career Education Development Task Force, directed by a Special Assistant to the Deputy Commissioner of Education for Development (now Deputy Commissioner of Education for Renewal).
>
> By way of clarification, there are several projects which fall outside of the directed development program and still may be referred to as "models." This is accurate in that there are, for example, several school-based Career Education projects throughout the nation which are independent of the directed development projects comprising the R&D initiative of U.S.O.E.
>
> In the supervision and monitoring process of the directed development program, U.S.O.E. is especially sensitive and attuned to:
>
> -- Crisp research and development designs, hypotheses and oriented objectives, and
>
> -- Complete, concise, candid documentation, chronicling the developmental process.

SCHOOL-BASED MODEL I

Objectives

To insure that students exit school with:

-- A sense of purpose and direction

-- Self identity and identification with society (and an idea of their relationship)

---

[25] NCERD, U.S. Office of Education. Education Briefing Paper. Washington, D.C.: U.S. Department of Health, Education, and Welfare, June 15, 1972.

-- Basic skills and knowledge

-- A comprehensive awareness of career options and the ability to enter employment and/or further education

The School-Based Career Education Model is based on the infusion of career development objectives into comprehensive K-14 educational programs. Specifically, the purpose of this redirection is to acquaint students more intimately with a wide variety of career opportunities through each of their school experiences. This infusion must insure that every student receives an education which integrates his academic skills, social development and career preparation so that after high school his options are open for entering the labor market in a productive career or pursuing the post-high school education of his choice. Further, it must provide students with a continuing awareness of educational choices for career planning, which permits them to become fulfilled, productive, and contributing citizens.

Extensive guidance and counseling activities will help the student develop self-awareness, self-confidence, and mature attitudes, and will match his interests and abilities against potential careers. Placement into an entry-level job or further education is one of the ultimate goals for every student in the School-Based Career Education project.

EMPLOYER-BASED MODEL II

Objectives

To insure that students exit school with:

-- A sense of purpose and direction

-- Self identity and identification with society (and an idea of their relationship)

-- Basic skills and knowledge

-- Specific skills and knowledge to be on a career path

The Employer-Based Career Education project seeks to serve teenage students through an optional out-of-school program. Many, of course, are characterized as the "disaffected, alienated and unmotivated." Although this optional program does accommodate such students, it is intended to be a real option for consideration by all students.

The Employer-Based Career Education will have as its goal the presentation of a comprehensive set of personalized educational experiences to secondary school students who voluntarily choose to participate in this mode of education instead of the traditional classroom curriculum.

Specifically, Employer-Based Career Education is an attempt to define individual learning elements within the curriculum, either existing or ideal, and to locate actual work or adult activity situations, managed by employers, in which students can learn these specific elements. Materials presented will be composed of all elements in the school curriculum, both academic and vocational in addition to other life skills. A special focus in the Employer-Based Model is the attempt to allow each student to participate in the selection of his own pattern of work or activity situatons from a variety of opportunities, so that his learning situations are most relevant to his own interests and needs.

Participation in an Employer-Based Career Education project will provide students not only with the academic skills which are the center of the curriculum but with familiarity and intimate experience in a variety of work situations of their own selection. It will allow students to function in a real adult-centered world. High school educational requirements will still be met, assuring high school graduation and an appropriate range of options upon graduation.

The Employer-Based Career Education projects will be operated by consortia of businesses and other organizations, both public and private. Such consortia are being formed presently under the sponsorship of Research for Better Schools, Inc., Philadelphia: The Far West Laboratory for Educational Research and Development, Berkeley, California: the Northwest Regional Educational Laboratory, Portland, Oregon, and the Appalachia Educational Laboratory, Charleston, West Virginia. They are operating under contract with the Office of Education, and have prime responsibility to develop and pilot test Employer-Based Career Education projects.

HOME/COMMUNITY-BASED MODEL III

Objectives

- To increase the employability and career options of out-of-school adults
- To develop transportable processes and products
- To conduct R&D programs aimed at the fractional objectives related to employability and career options.

The Home/Community-Based program is a career-oriented approach to enhance the employability and career options of out-of-school adults. Through the use of mass media, referral centers, individual counseling, and articulated exploitation of community resources, adults will be able to identify their aspirations as they match their capabilities, experience and motivation to move through an adaptive program. The adult population may be reached through mass media: those who are excited into action must be handled by the limited, but expandable, capacities of existing service networks. The need for a central screening and switching mechanism will be met by the establishment of a total systems management entity. This systems management entity will involve representatives of the target populations, service agencies which will accommodate the target population adjustment/education/training/placement needs, employers, and other national/regional/local organizations which will participate in guiding or operating the program.

The program will seek to:

Use mass media to:

-- attract the attention of home/community-based populations

-- probe the career education interests of these populations, and generate feedback about their needs

-- provide information about existing career education resources

-- inculcate certain skills related to engaging in career education

Bring together existing career education agencies to:

-- coordinate their efforts to reach home/community-based population

-- tackle problems of accessing the target population

-- identify and attempt to fill gaps in service

-- respond effectively to the emerging career education interests

Establish a central vehicle (the Career Education Extension Service) to carry out network functions:

-- receive and interpret feedback from home/community-based population

-- refer individuals to existing agencies

-- identify problems of access, and aid in their solution

-- identify services gaps and assist in meeting them

-- gather and disseminate information about promising approaches to career education and about the effectiveness of existing approaches to it

-- systemically integrate all of the above

It is a central theme of the Model to orchestrate, through the Career Education Extension Service, the use of mass media and the existing career education resources in order to help them reach and respond to the career education needs of home/community-based populations.

RURAL/RESIDENTIAL-BASED MODEL IV

Objectives

-- To provide rural families with employment capabilities suitabl to the area

-- To provide leverage on the economic development of the area

-- To improve family living

The Rural/Residential Career Education Model is a research and demonstration project which will test the hypothesis that entire disadvantaged rural families can experience lasting improvement in their economic and social conditions through an intensive program at a residential center. The center is designing programs and will provide services for the entire family: day care; kindergarten, elementary and secondary education; career and technical education; young adult, adult and parent education; family-living assistance; medical and dental services; welfare services; counseling; and cultural and recreational opportunities for single and married students and their families.

In addition to the education and social services systems a research and evaluation system, a management system, and a staff inservice training system is being designed and developed at the center. An economic development services plan for the local geographic region will also be designed. This plan will include a program of research on the educational services plan for the local geographic region will also be designed. This plan will include a program of research on the educational services and programs required to improve the economic viability of the region and a program for expansion of regional efforts authorized.

By fiscal year 1973 and the creation of the National Institute of Education, the four models had been transferred to the N.I.E.--Career Education Development Task Force. In the Executive Summary of the 1973 Foreward Plan for Career Education Research and Development, the four models and their status were discussed in the following manner:

Model I: School-Based Comprehensive Career Education Model (CCEM)

The Center for Vocational and Technical Education at the Ohio State University is the prime Model I contractor. Associated with the Center are six local school district sites that serve as focal points for the development and field testing of career education materials--curriculum units, guidance units, teacher training manuals, public information and administrative guidelines. The major problem focus of the project is youth's alleged lack of preparedness for employment, further study and adult life. The project attempts to reform the curriculum of the established public school system by infusing career development concepts into the entire K-12 curriculum. In grades K through six career awareness is emphasized in grades seven through nine, career exploration and in grades 10 through 13, career preparation. By the end of 1973, 98 curriculum units are to be completed; all will have been tried out in the various cooperating school systems. They will be ready for dissemination in FY 1975, following more rigorous field testing. A staff development package to accompany the completed units, a guidance and counseling package and a placement component also will be ready for dissemination.

Model II. Employer-Based Career Education

There are four Model II contractors: Appalachia Educational Laboratory, Far West Laboratory for Research and Development, Northwest Regional Educational Laboratory and Research for Better Schools, Inc. As with Model I, the major problem focus is the unpreparedness of youth for employment, further study and adult life.

Model II projects are designing a comprehensive alternative to the public secondary school. The education setting is shifted from the existing school system to an adult, employer-based and action learning environment. Special emphasis is placed on the development of career planning, guidance and learning resources outside the school and close to employers.

When fully developed, this model will provide comprehensive data on the benefits and limitations of utilizing educational opportunities within economic institutions. Analyses will be given of the readiness of employers to involve themselves in comprehensive education programs, the necessity and/or potential of various incentives to employers, the learning potential of specific economic institutions, and jobs and methods of high school equivalency certification.

Model III: Home-Based Career Education

The Education Development Center, Inc. (EDC) conducts the only Model III project. EDC is working in Providence, Rhode Island, with the problems of adults and adolescents who are neither employed nor in school. Unlike the other models, this Model III project is not attempting to teach skills and attitudes directly. Rather, the project is designed to inform individuals about existing work and training opportunities in the community and to apply mass communication media to the outreach and assessment of the career interests of selected home-bound populations.

Model IV: Rural/Residential Career Education

Model IV is being developed by the Mountain-Plains Education and Economic Development Program, Inc. The project focuses on chronically underemployed multi-problem rural families. It represents a "total" intervention in that it attempts to influence all significant activities of the family, not only education-related activities. The major goal is to make the family unit economically viable through career counseling, training, remedial education and guidance for the children, homemaking and family development skills for the parents and placement.

By August 1972, the School-Based Career Education Model I, also called the Comprehensive Career Education Model (CCEM) had developed over one thousand goals which had been published by the Ohio State Center for Vocational Technical Education as Developmental Program Goals for the Comprehensive Career Education Model, Preliminary Edition. The goals were progressively sequenced starting with career awareness in the elementary grades and moving through career exploration in the junior high grades to career preparation in the senior high grades. Since the Fall of 1971, these goals had been used as the intellectual framework for the entire Model I effort to help identify preexisting curriculum materials that schools could use to accomplish the goals, to classify those preexisting materials to determine what additional materials need to be developed for a complete curriculum based on the goals, and to guide the creation of a number of products, including the refinement/revision/development of approximately 150 curriculum units averaging 20 hours of classroom instruction each.

The total matrix of Comprehensive Career Education Model included the elements and outcomes as shown in Figure 1 on the following page.

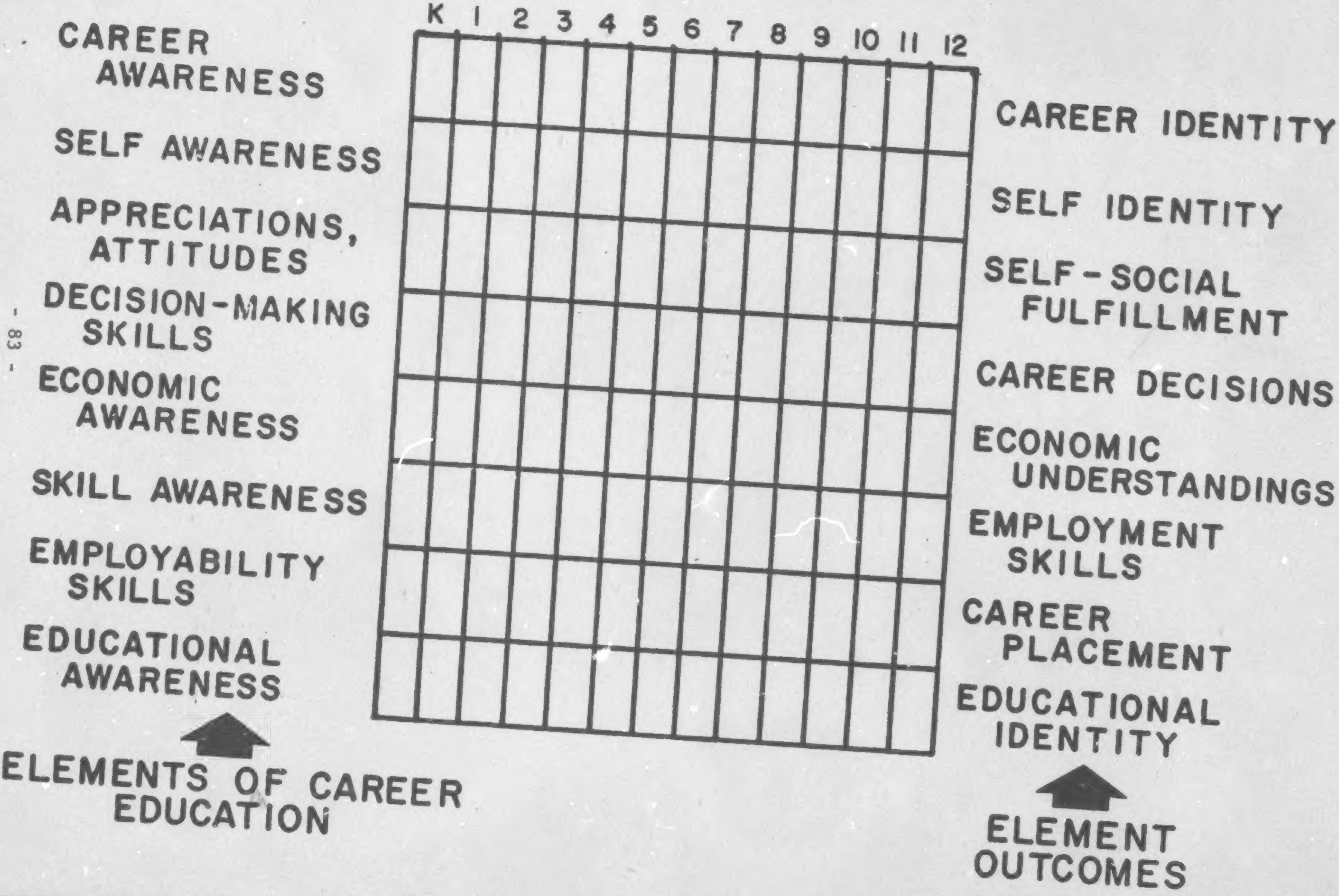
A more complete definition of the elements and their outcomes follows:

1. Self-Awareness. The entering student has some knowledge and attitudes toward himself, what kind of person he is and what he hopes to become. Let us call that self-awareness. Through career education and his home, and community experiences, we want him to become involved in a planned, sequential, process of self-assessment and self-evaluation which results in self-identity; that is, he knows who he is, what he is like, and he has developed a reasonable consistent internalized value system.

2. Career Awareness. The individual entering school possesses some knowledge about, attitudes towards and interest in careers. He knows something about career performances, associated life-styles, rewards, leisure time, working conditions, and the education and training of some persons in some careers. Let us call that knowledge of careers career awareness. Through education, home, and community life we wish to assist him in understanding the broad range of careers which are available, not only as they serve him, the community, or society at large, but also what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding of careers, career awareness, we want him to experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual selection of a role or roles within the world-of-work.

FIGURE 1

C C E Matrix


K
1
2
3
4
5
6
7
8
9
10
11
12
CAREER AWARENESS
SELF AWARENESS
APPRECIATIONS, ATTITUDES
DECISION-MAKING SKILLS
ECONOMIC AWARENESS
SKILL AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS
ELEMENTS OF CAREER EDUCATION
CAREER IDENTITY
SELF IDENTITY
SELF-SOCIAL FULFILLMENT
CAREER DECISIONS
ECONOMIC UNDERSTANDINGS
EMPLOYMENT SKILLS
CAREER PLACEMENT
EDUCATIONAL IDENTITY
ELEMENT OUTCOMES

3. Appreciations and Attitudes. The element appreciations and attitudes was included as a means of focusing attention on the affective component of career education. Through career education and supporting systems, the student should develop an internalized value system which includes the valuing of his own career role and the roles assumed by others. These positive attitudes toward his own career role and the roles of others in society should lead to active and satisfying participation as a productive citizen and, thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which activates the individual as a self-actualized, self-fulfilling member of the world-of-work with appreciation for his own role and the roles of others.

4. Economic Awareness. The child has observed and participated in the economic system to some extent prior to school entry. Building upon this base of economic awareness, we wish to facilitate the student's systematic and thorough exploration of the economic system, both as it relates to career development and the community and society at large. Economic understanding is defined as those conceptual elements and networks which make it possible for the child or the adult to "read" the economic environment and resolve personal and social economic problems.

5. Skill Awareness and Beginning Competence. The entering student has some awareness of the skills performed by workers in certain job roles and career fields. Building upon this awareness, the career education program and its support systems will provide opportunities for the student to participate in both cognitive and psychomotor skill activities in order to develop employment skills. The development of these skills will both reinforce and be reinforced by learning experiences in other educational disciplines.

6. Decision-Making. The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skill and experience in the rational processes of decision-making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions made during his progress through the Comprehensive Career Education program will progress from very tentative and flexible career decisions to decisions which are increasingly irreversible or reversible only at some cost of time, effort, or money. A student should reach a decision which represents a careers direction setting by Grade 10, or early enough to provide for the development of entry-level skills in a career plan prior to leaving school. Career decisions are defined as career

direction setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

7. Employability Skills. Employability skills are those elements of career education which have to do with searching for, locating, and obtaining career placement, both on an initial and advanced basis.

8. Educational Awareness. The entering student has some awareness of the relationships between education and training, whether formal or experienced based, and the life roles assumed by self and others. From this basic educational awareness, the student will continue to develop and refine a thorough understanding of the part all education and training plays in relations to the "real world" and the changing world in which he will assume a more complete participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relation between education and training and life roles, knowledge of himself as a participant in education and training, his learning style, pace, capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.[26]

In addition, it was expected that the output of the Matrix development process would include eight base Career Education elements leading to thirty-two pervasive Career Education themes. It was expected that within the theme would be 1,500 specific goals and over 3,000 performance objectives, and, as shown on the matrix, these goals and objectives would extend across all grade levels, K through 12.

An example of the element, theme, goal and a performance objective at a single grade level is as outline below:

Element: Career Awareness

Theme: (One of five under this element) The student will understand that "career" involves progression through stages of preparation for and the performance of occupational roles and may involve change in basic vocational direction.

---

[26] Miller, A. J. "The Emerging School-Based Comprehensive Education Model." Paper presented to the National Conference on Career Education for Deans of Colleges of Education. Columbus, Ohio, April 24-26, 1972.

Goal: (Grade 11) The student will define and evaluate expected responsibilities in various occupations.

Performance Objective: Given a self-selected family of occupations the student will then lead a classroom discussion considering ethical or unethical behavior associated with the jobs.

When the project was transferred from the Office of Education to N.I.E. in 1972, the goals were already in active use within the CCEM program and had already aroused widespread interest. Since these goals constituted the most elaborate currently-available definition of Career Education in terms of pupil learning, N.I.E. found itself faced with a situation requiring important decisions. In an effort to put such decisions in perspective, the Institute for Educational Development was employed to appraise the CCEM goals in terms of two sets of questions: (1) What is the quality of the CCEM goals as an intellectual product, and (2) How acceptable and how useful are the goals in the opinions of various users? In order to answer these questions, the Institute for Educational Development convened two conferences in March 1973 at Airlie House, Virginia, and the second in June 1973 at Chicago.

In the first conference, nine scholars were asked to appraise the developmental program goals as an intellectual product. In particular, they were asked to assess the goals from eight separate viewpoints:

Logical Structure
Value Base
Research Base
Developmental Psychology
Utility in Curriculum Selection
Utility in Curriculum Development
Acceptability to the Profession and to the Public
Future Relevance

In sum, the nine scholars were not pleased with the CCEM goals. They found the product unacceptable and suggested that the production of these goals in haste by the contractor poorly served the government's real interests. There were many separate criticisms leveled at the goals but among the recurring themes were:

1. Failure to effectively define the purpose of goals of the model and the matrix.
2. Confusion on basic theoretical orientations and operational terms.
3. Questionable appropriateness of the eight elements underlying the matrix.
4. No discussion of why the goals are desirable.
5. The 1,500-odd goal statements are not descriptions of observable behaviors.
6. There is a lack of identification of the conceptual basis from which the goals come.
7. Evidence of the need for grade placement of and traits underlying the elements, themes, and goals is not adduced.
8. One cannot evaluate in terms of Career Education when the goals are stated in terms of occupational education.
9. The emphasis on monitary and status rewards may "turn off" some students and parents.
10. Too little attention to individual differences in rates of development in the various elements.
11. Crucial terms are undefined, vague, and/or meaningless.
12. It is not clear what is meant by a Comprehensive Career Education Model.

13. The goals make all of education utilitatian.

The second conference conducted by the Institute for Educational Development brought together representatives of six potential adopters of Career Education goals to react to them. The participants included representatives of:

State Legislators
Local School Board Members
Employers
Union Leaders
Local School Superintendent
State Teachers' Association/Union Leaders

These participants were asked to address the structural features of the CCEM goals and to give their judgments about their acceptability, value, usefulness, and feasibility. While also concerned about the vagueness and, in some cases, the comprehensiveness of the goals, the user participants were much more positive and supportive of the CCEM goals than were the nine scholars in Conference #1. There were different emphases suggested and extrapolations made from the goals across the six user groups but the overall attitudes expressed seemed to imply that the goals were relevant to employment and that they could be incorporated into the educational process.[27]

It is not clear precisely what specific effects the observations about the CCEM goals which emanated from these two conferences had upon the N.I.E.'s direction of the four national models or whether there was any effect upon any model other than the School-Based Model I. There are suggestions in the N.I.E. Program Plans for FY 1973 through FY 1975, however, that much more scrutiny was accorded the models through the use of external evaluators than had been previously the norm. It is also evident that the implications of cost-effectiveness, transportability and replication of the Career Education Models became important issues to N.I.E. beginning in FY 1973. However, these changing perceptions of the N.I.E. sponsored Career Education Models were not only a function of the two conferences conducted by the Institute for Educational Development but were also reinforced by a Rand Corporation document which considered each of the national models.

---

[27] Institute for Educational Development. A Review of the Developmental Program Goals for the Comprehensive Career Education Model. New York: August 1973.

In May 1973, the Rand Corporation had prepared a document, Career Education: An R&D Plan for N.I.E. Among other emphases this document examined the status of the Career Education Models to that point and indicated that the current projects appeared to address only a few of the subquestions related to the Rand Corporation's recommended focus for the N.I.E.--Career Education Program: The responsiveness of Career Education to the problems experienced by individual as they interact with the labor market. In addition, this report observed that little effort in the four Career Education Models concern problems of dead-end jobs for mature workers or distributional problems associated with career entry or career progression.

Other criticisms made by the Rand Corporation of the Career Education Models under U.S.O.E. tutelage were that the School-Based Model I had undertaken curriculum development as its major reform strategy in the absence of a focused definition of Career Education. The Employer-Based Model II projects had failed to examine the assumptions on which the model is based, namely, that employers will be willing to provide an adolescent's total education, and that this education is more suitable than school. The Model III project was seen as dealing with only one component of home-based education, the information and guidance functions. The Residential-Based (Model IV) was seen as not developing cost-effective strategies.

The Rand document went on to contend that several major difficulties were common to all the Career Education Models: They showed a strong bias toward operations, with little emphasis on research and analysis; absence of common variables and coordinated variations; a narrow range of types of contractors; and lack of a systematic plan for evaluation.

Specific recommendations with regard to each of the models were provided to N.I.E. as follows:

I. The Models Effort

  A. General Recommendations

    1. Alter current bias away from operational priorities to more of an R&D orientation.

    2. Develop more comparability among models so that common problems and the relative efficacy of alternative strategies can be investigated.

      a. Concentrate on adolescents
      b. Employ a greater degree of systematic variation, for example, in instructional strategies, delivering systems, or staffing

    3. Place greater emphasis on investigating factors that will facilitate the replication and installation of career education programs once development is sufficiently advanced.

    4. Introduce with appropriate adaptation successful educational practices developed and tested elsewhere to avoid duplication of development and dissipation of funds.

    5. Monitor ways in which the models respond to and deal with the research, development, and design priorities identified in the conceptual analysis.

    6. Diversify funding to include a greater range of investigators and institutions.

  B. Model I

    1. Review the assumptions underlying the "infusion strategy" of the model.

2. Investigate alternative school change strategies, e.g., staffing patterns.

3. Sponsor differentiation among projects in regard to providing leadership, providing consultation and assistance, serving as clearinghouse.

4. Improve mechanisms for bringing the community into the school to expand educational experiences.

C. Model II

1. Make variation among Model II projects more explicit and comparable.

2. Increase the range of employer types.

3. Investigate problems of scale in employer-based alternatives to secondary schooling.
    a. Employer incentives
    b. Information management
    c. Structural and legal barriers

4. Investigate problems of implementing Model II concepts in resource-poor areas, e.g., isolated rural communities.

5. Broaden research concerns from strictly employer-based programs to general problems of deschooling significant aspects of adolescent education.

D. Model III

1. Investigate the need for career-related information among various population groups.

2. Investigate appropriate information delivery strategies for various target groups.

3. Concentrate on "high-priority" populations.

4. Investigate home-based strategies for delivery of education in addition to information on career and training opportunities.

5. Investigate delivery systems for coordinating information on a wider variety of community resources.

E. Model IV

1. Add research component to present project.

2. Develop intervention strategies that can be employed in local communities and do not require residential dislocation.

3. Use project to investigate interaction of educational growth with nutrition, health, sanitation, housing, and political participation.

II. Additional Activities

- A. Assessment of career education programs not supported by the N.I.E.
    - 1. Sponsor case studies of exemplary programs (Malcolm X College, New York Fashion Institute, Oklahoma Technical College, Dallas Skyline Center).
    - 2. Provide consumer information on career education materials and practices.
- B. Design of interventions for targets indentified in the analysis.
- C. Support of efforts to test feasibility and efficacy of interventions.
- D. Support of nonprogrammatic research relevant to career education.

Evaluation

Five distinct kinds of evaluation activities should be carried out as part of the program: (1) evaluation of individual projects within and outside the models, (2) evaluation of each set of model activities, (3) comparative evaluation among models, (4) evaluation of non-N.I.E. interventions, and (5) evaluation of the overall program to determine at periodic intervals whether or not the collection of supported activities meets the objectives of the N.I.E. Career Education Program.[28]

In June 1974, Dr. Robert Worthington the Associate Commissioner of the Bureau of Adult, Vocational, and Technical Education, U.S.O.E. at the time the original models were conceived but now a faculty member at Rutgers University, reviewed the status of the four national Career Education Models and the problems they encountered for Project Baseline at Northern Arizona University. Implicit in his observations are one view of some of the changes which have occurred during the development of the four models since 1971.

Model I: The School-Based Model

In 1971, Office of Education consultant teams visited twelve cities selected from an original list of more than 50 potential sites for development and field testing of the school-based model. Of those reviewed by the teams, six districts were chosen: Mesa, Arizona; Los Angeles; Jefferson County, Colorado; Atlanta; Pontiac, Michigan; and Hackensack, New Jersey. The project sites were coordinated and directed by the Center for Vocational and Technical Education (CVTE) at Ohio State University, the prime contractor for development of this model.

---

[28] Raizen, Senta A., Carroll, Stephen J., Lieberman, A. J., Williamson, John N., and Wirt, John G. Career Education: An R&D Plan. Santa Monica, California, May 1973, pages 65-68.

This model shows the most promise for changing American education. However, serious problems arose with transfer of the project from the Office of Education to the National Institute of Education, which appears to have been a mistake.

The original concept of the model had been that of a "capstone" effort, but it was designed to be handled through "fast track" product engineering. That is, CVTE was charged with the dual responsibility of energizing and activating the six sites in career education, and concurrently developing products and materials that were transportable and useful to other school districts throughout the nation. Although the intent had been for a "capstone," it has to be recognized that any "fast track" effort implies some compromises; that is, if time and resources are limited, the quality of research and development obviously will be variable.

The new institute, however, was overly concerned with research and development quality and, in effect, killed off the project by failing to capitalize on the early results. About 80 curriculum units developed at the six model sites and submitted through CVTE to the institute have been held for more than a year by N.I.E. They have not been made available even when other schools or States have asked for them, and there is no further development or revision under way.* N.I.E. apparently believes the "infusion strategy" of integrating career education materials may not be the best approach, and the N.I.E. Forward Plan makes it clear that there will be an effort to refocus the project away from the total curriculum. However, considerable energy and resources were invested in the "fast track" mode, and the products developed at the sites should have been made available to other schools as soon as possible to capitalize on that effort and expenditure--to delay them clearly jeopardizes the project.

In failing to release the Model I materials, and thus not delivering on the commitment to assist schools in implementing career education, the government defaulted in its leadership roles and on its promises. This lack of follow through resulted in bitterness and resentment--in varying degrees--at all six sites. One school district has indicated it will not become a major part of any Federal project in the future.

The experience with this model points up the difficulty from the perspective of States and local school districts in interfacing with the Federal government. It is not important to them whether the project is housed at OE or N.I.E. But, discontinuites and other negative side effects that result through major redirections, such as those that came about because of the transfer from OE to N.I.E., are magnified at the local level. As James Gallagher, former assistant secretary of Health, Education, and Welfare for planning, research and evaluation in education, said upon leaving Federal service: "Someone needs to be sure the Federal government keeps its promises." In this case of career education model development, it has not.

---

*Editor's Note: Shortly after this report was completed by the author, N.I.E. announced the completion of field tests and revisions of the curriculums and that they will be distributed.

Model II: Employer-Based/Experience-Based Model

The Employer-Based Model (renamed Experience-Based by N.I.E.) currently holds contracts with four regional educational laboratories--Research for Better Schools, Inc., in Philadelphia, the Far West Laboratory for Educational Research and Development in Berkeley, California, the Appalachia Educational Laboratory in Charleston, West Virginia, and the Northwest Regional Educational Laboratory, Portland, Oregon.

Model II is to serve both students who drop out of school and those who are forced out. It is intended to be a secondary education program operated by a "consortium" of employers outside the school setting. The program is highly individualized to relate to each student's personal career goals.

The four HEW-funded Research and Development Laboratories assembled business consortiums, designed educational programs, and recruited student volunteers for developmental testing. It was planned to document in case study form the program experiences of each student and identify ways in which traditional disciplines occur in occupational situations.

N.I.E. states that Model II is based on the assumption that "... public high school is of little educational value for many adolescent students, and for these students the local employer and community environment can carry the bulk of the educational burden." Model II has the responsibility of testing the validity of these assumptions. In 1975, N.I.E. will test the prototypes to see whether all four sites need to be used. It remains to be seen whether these very expensive programs will work on a large scale, since present experiments involve small numbers of students and employers.

Model III: Home/Community-Based Model

Model III, which is being pilot-tested in Providence, Rhode Island, is intended to provide career information and counseling services to three adult groups: young adults who have not made career choices, retired people, and housewives. These services are provided through five communications media--telephone, press, radio, television, and correspondence.

N.I.E.'s Forward Plan says Model III "exhibits an impressive clarity of purpose" and that it "may be the best example of uniting research with a major operational development." The plan suggests further examination of the original model concept, which is the development of a sophisticated home-based education system.

Model IV: Rural/Residential Model

The Rural/Residential Model was set up in 1971 as a five-year, $20 million project directed by the Mountain-Plains Education and Economic Development Program, Inc. A vacant Strategic Air Command base at Glasgow, Montana, was converted into a residential educational facility. Entire families were recruited from a six-state area--North Dakota, South Dakota, Wyoming, Nebraska, Idaho, and Montana. The program was designed to serve rural disadvantaged families who would receive educational and related social services at the site.

It is not possible to trace definitively how much these conferences or views of the Career Education Models have had upon the specifics of N.I.E.'s expectations or monitoring of the models. However, in N.I.E.'s Career Education Program Plan for Fiscal Year 1975 (September 1974), some changes in the Model Building effort were apparent. Within the School-Based Model, 30 Career Education Models (units and staff development packages) were available for school use. The remaining 64 units were to be field tested in FY 1975. The N.I.E.'s redirection of the School-Based Model was seen as including : (a) to regard the already produced units as samples, or exemplary modules around which local school systems can build their own materials and programs, (b) to improve quality by vigorous testing and expert reviews of content and (c) to examine alternative program "matrices" on which local production could be based. This redirection also allowed the development of a range of approaches to curriculum and program development rather than placing all N.I.E. resources to this purpose into one project.

The N.I.E. Program Plan for FY 1975 also indicated that the Employer-Based Model had been retitled the Experience-Based Career Education Program and that it was moving from design into prototype testing and replication planning phases (FY 1975) and then into replication and dissemination (FY 1976).

A Current View of the Models

It seems fair to assert that the School-Based Model is the most complex of the four national models, has received the most visibility, has received the most criticism for its theoretical structure or vagueness, and has most influenced Career Education efforts nationally. As implied in Hoyt's analysis, the other models have not had the same level of scrutiny or the intensity of feedback about their characteristics as has the CCEM. There are some specific indicators of their changes, however.

Model II -- Experience-Based Career Education. At the outset of development, Model II was named the Employer-Based Model. As such it was intended to reflect an alternative to the formal education structure by which students could obtain academic skills and Career Education outcomes. After a year of operation, the name of the projects subsumed by the rubric, Employer-Based, was changed to Experience-Based to reflect both the broad base of involvement by people in the community and an expanded concept of the learning environment.

In a paper presented to the American Education Research Association in April 1974, Owens, Herron, and Fehrenbacher addressed the current status of the EBCE model as it is now conceived by the Northwest Regional Educational Laboratory. The following dimensions have been extracted from their paper:

> Content. The primary goal of the EBCE projects is to integrate a student's knowledge of a variety of careers with the acquisition of cognitive, interpersonal and affective skills through a series of planned experiences with identified learning outcomes.

The content of EBCE programs differs significantly in both scope and purpose from that of vocational education or school-based career education programs. In fact, the scope of the EBCE curriculum content is even broader than the curriculum of many comprehensive high schools. A recent congruency analysis of objectives common to all EBCE projects revealed that each of the four EBCE sites had objectives in eight areas: (1) career development skills and knowledge, (2) self-knowledge of interests, abilities and values, (3) reading skills, (4) problem-solving skills, (5) oral communications, (6) writing skills, (7) interpersonal skills, and (8) basic quantitative skills. In addition to these eight areas at least two of the four EBCE sites also have objectives in the following areas: (1) economic skills for daily living, (2) worker and employer rights and responsibilities, (3) political awareness, (4) inquiry skills, (5) physical fitness and health, (6) applied mathematics, (7) science, and (8) aesthetic expression.

The EBCE content differs from that of vocational education in that the EBCE programs do not focus primarily on training a student for a specific job. The EBCE content differs from that of school-based career education programs in that the EBCE content is intended not as a single course to be added to an existing schedule of courses but instead to provide a total integrated educational program. It is an alternative form of education.

Learning Strategies. The term learning strategies is used rather than instructional strategies since the emphasis in EBCE is on individualized student learning that often excludes formal instruction. While part of a student's learning occurs systematically at employer/community sites and at a learning center, other learning takes place in both locations through an informal process. Such informal learning is often unspecified in advance and could result from a student discussing his activities with a learning manager or from a student becoming aware of the informal communication networks that exist at employer sites.

Some of the learning strategies involved in one or more EBCE projects include work experiences at employer or community sites, independent study and work on projects, use of tutors, certification by community people of competencies such as maintaining a checking account, using computers and other media for career information, personal and career counseling and use of media-assisted learning.

Learning Environment. The physical location and psychological orientation for learning in the EBCE projects are two important features of the learning environment. Each of the EBCE projects is housed in a learning center outside the feeder high schools. Here activities for students are coordinated, individual and group counseling takes place, and students prepare materials related to their community experiences. Students spend approximately half of their time at these learning centers and the other half at community or employer sites. These sites vary from one-man operations to others employing thousands of people. Students, after selecting a site, have opportunities to explore or learn about jobs ranging from semiskilled to professional. The length of time students spend at any one site can vary from a several hour orientation to an indepth experience requiring over six months.

Psychologically the environment in which EBCE students learn differs significantly from the traditional classroom environment. The "real world" of employer and community sites is one in which most students can see a meaning for the activities taking place. As a result, their learning also takes on a dimension of reality usually lacking in the schools. This "real world" environment influences students' attitude toward learning career skills (e.g., typing or electrical wiring), applied basic skills (e.g., mathematics and oral or written communications), and personal skills (e.g., ability to analyze their feelings in relation to a variety of situations). The "real world" environment also is reflected in the role of the instructors--those in the community, at employer sites and at the learning centers. Instead of the instructors having to pretend (as is often expected of classroom teachers) that they are the knowledge authorities in all areas, EBCE instructors serve as one of many resources available for the students' learning. Consequently, students usually are sent to the most knowledgeable people in the areas that interest them.

The Interaction of the Parts. The EBCE curriculum operates under the assumption that program objectives (content) can be attained by individualized student activities (learning strategies) in the community (environment).

Evaluating Individualized Activities. In theory, school-based education describes both content and processes as student learning outcomes. Evaluation often focuses on content with minor attention given to processes (e.g., the student's ability to recognize the author's main point in a written passage). However, experience-based education emphasizes processes. And the interdisciplinary and holistic nature of student experiences requires that evaluation be able to describe and measure these processes at a relatively complex, sophisticated level. For example, EBCE students must learn to be responsible for planning and implementing their own learning programs. This process has both affective and cognitive dimensions. To break this process into its components for measurement purposes would destroy its meaning.

To measure these processes most student outcomes must be identified in advance. It is impossible to measure all outcomes that result from the student experience. Consequently, a guide is needed in terms of prespecification to describe the key outcomes, and to do so without destroying their total gestalt and meaning. Yet, this must be accomplished without ignoring the fact that the program is individualized, that different outcomes are expected and desired for different students and that some unanticipated outcomes are also likely to occur that are important to evaluate. This is precisely where a theory-based evaluation design has payoff.

Once the expected student outcomes have been identified, the next step in the evaluation of an experience-based educational system involves the description of student experiences. This becomes crucial because, although the individualized student experiences comprise the treatment in the often-used research design model of pretest-treatment-posttest, they vary in quality and kind. Each student encounters unique elements in his community and each student further personalizes his experience by his interactions with, and interpretation of, those elements. General descriptions (e.g., the student encounters a labor dispute at a local manufacturer) do not help one evaluate whether the experience is educative, noneducative or miseducative. Instead, methods must be found to describe the experiences in depth, and this description must include the student's interaction with, and interpretation of, the total experience.

Because experiences are unique, the above description and analysis must be done individually, perhaps employing case study methodology. Program evaluation, however, must generalize the worth of the program for all students, or at least for various types of students, and has usually accomplished this through the use of group data. It would be useful, therefore, to develop methodology for combining individual data in meaningful ways to enable evaluation to assess program worth.

The final step in the evaluation of an experience-based system includes the application of the value systems of the community to the data collected. Thus the evaluation report might include more than the data and a single interpretation. It might include an interpretation based on the values of various groups (e.g., employers, parents, community people and students, or groupings such as liberals, conservatives, radicals). Hopefully in this way the evaluation would reflect the diversity of values that make up the system and would not be limited to the biases of the evaluator or program staff.[30]

Perhaps the most comprehensive overview of the current status of the Experience-Based Career Education Projects was published in 1975 by the National Association of Secondary School Principals.[31] That report follows:

EBCE: A Design for Career Education

A Different Look

If you were a 12th grader in Tigard, Ore., and enrolled in an alternative study plan called Community Experiences for Career Education--abbreviated (CE)$_2$--these are the graduation requirements you would be working to satisfy in order to qualify for a Tigard High School diploma:

> Life Skills: Each student must complete two projects per program year in each of the Life Skills areas with the exception of the competencies

---

[30] National Association of Secondary School Principals. EBCE: A Design for Career Education. Curriculum Report, February 1975, 4(3), 1-11.

[31] Owens, T. R., Herron, M. D. and Fehrenbacher, H. L. Curriculum Definition and Evaluation in Employer-Based Career Education (Dewey Streaks Through Career Education). Paper presented at the Annual Convention of the American Educational Research Association, Chicago, April 1974.

Competencies: All seniors must complete at least seven of the 13 competencies. Students who enter as juniors must complete all of the competencies by the end of two years.

Basic Skills: All student projects must include fundamental and applied skill activities in reading, mathematics, communication.

Employer Learning Sites: Each student must complete at least five exploration-level placements per program year. In addition, each student must spend two-thirds of a program year on learning-level placements.

The required "competencies" deserve special notice. Each of the 13 deals with a need or activity with which every adult must be able to cope effectively if he or she is to function adequately in everyday living. There are two other noteworthy features of these competencies: (1) all students have to reach a standard level of performance on each, with that level defined by a very specific set of skills, and (2) the achievement of that performance level is checked out by a community specialist in that activity.

To illustrate, here are three of the 13 together with the certifying "authority" in each instance.

Maintain a checking account in good order. . . .(Local bank official)

Respond appropriately to fire, policy, and physical health emergencies. . . . .(Fire, police officers)

File state and federal income taxes. . . . . . .(Tax office employees)

A typical school day for $(CE)_2$ students at Tigard High looks like this:

8:30 Arrive at learning center

8:35 Begin Life Skills project on drug dependence. Start rough draft of opinion survey on drug use among teenagers

10:15 Seminar with seven other students on the competency, "Transact business on a credit basis"

11:00 Write in journal

11:30 Work on math skills, using computer terminal for drill

12:15 Sack lunch and (Wednesday) weekly student meeting at learning center

12:45 Take $(CE)_2$ van to employer site

1:15 Complete exploration-level package at Georgia-Pacific

4:30 Take van back to Tigard High School

4:45 Take THS activity bus home

A Four-Program Project

$(CE)_2$ is one of four programs which together make up the Experience-Based Career Education project (EBCE), a research/demonstration undertaking sponsored by the Career Education unit of the National Institute of Education as part of its continuing search for ways by which the worlds of education and work can be brought closer together.

True, there are several time-tested school programs--cooperative education, for instance--which continue to provide productive and constructive relationships between school and community. Even so, there is no denying that the full potential of such collaboration has yet to be realized and, of greater consequence, that the personal and occupational needs of a majority of young people remain substantially untouched by these established patterns of school/community cooperation.

EBCE is endeavoring to create and validate means whereby these two worrisome deficiencies in the current educational scene may be reduced, if not entirely eliminated.

In comparison with most other national R&D operations, EBCE is rather small in terms of the number of people involved and the number of demonstration sites. Furthermore, the project is now in only its third operational year with a comprehensive evaluation of its outcomes still to be completed. Nonetheless, the results already at hand justify alerting teachers and administrators to this different approach to career education now rather than waiting another year or so until the last sigma has been computed and double checked.

The programs at the four project centers are by no means alike in all respects, as will be shown later. However, the four are tied together by a common set of purposes and hypotheses. They can be readily inferred from a general characterization of the project, with states:

> EBCE is a comprehensive, individualized, alternate plan of full-time learning for high school youth;
>
> It relies on the active participation of the community to provide students with direct, non-paid learning experiences in real-life settings as preparation for careers and life in the broadest sense:
>
> It takes the subjects students customarily study along with many new ingredients--about people, jobs, self, the way communities function, to name a few--and sends students out into the community to master these through first-hand contacts rather than in the more usual in-school context; and
>
> Each of the four EBCE programs has been designed to offer something worthwhile and attractive to a wide range of students--for example,
>
> > those who have only a vague notion of available career options and want to do some exploring through direct experience,
> >
> > college-bound young people who want to test out some tentative career choices,
> >
> > others who want some entry-level skills either for moving directly into full-time employment or as a basis for specialized training.

One other characteristic common to the four programs helps to explain both the similarities and the differences among the four: The program at each site has been designed and now is being operated and monitored by a Regional Educational Laboratory though in each instance the local school system is a responsible partner in the venture. Here are a few basic statistics about the four sites, starting with names and addresses of the labs and of the EBCE project directors.

(AEL) Appalachia Educational Laboratory, Harold Henderson, director
Box 1348, Charleston, W.Va. 25325

(RBS) Research for Better Schools, Inc., Louis Maguire, director
1700 Market St., Philadelphia, Pa. 19103

(FWL) Far West Laboratory for Educational R&D, Robert Peterson, director
1855 Folsom St., San Francisco, Calif. 94103 (EBCE program in Oakland)

(NWREL) Northwest Regional Educational Laboratory, Rex Hagans, director
710 S.W. Second Ave., Portland, Ore. 97204 (EBCE program in Tigard)

	Laboratory Site			
	AEL	FWL	NWREL	RBS
Number of students (approx.)	120	110	60	275
Grade levels	11-12	10-12	11-12	9-12
No. of employers (approx.)	100	140	125	100
Graduates, '73 & '74	130	32	24	72
Geographic location	urban/rural	urban	suburban	inner city
Student characteristis	predominantly white	ethnically mixed	all white	predominantly black

Nearly 260 students have completed EBCE programs with high school diplomas. Of the 1973 graduates, about 50 percent are enrolled in college, 15 percent are going to college and working part-time, and the remaining 35 percent are working full-time. The career plans of the 1974 graduates are similar to the actual experiences of the first-year graduates.

Not Identical Quadruplets

While the four laboratories were given the same set of guidelines for developing their programs, they were left otherwise free to build educational enterprises that seemed most appropriate to local resources and the characteristics of local young people. Consequently, some significant differences in approach have emerged.

(a) In one program, students continue as essentially regular members of their original high schools, while students at the three other EBCE programs operate out of external learning centers.

(b) Instruction in basic skills ranges from the use of a programmed sequence of learning materials to informal on-the-job processes, sometimes supplemented by tutorial assistance; and

(c) Counseling in two cases has been provided as a separate service, while at the other two sites counseling has been made an integral element of the instructional program.

To generalize, while the four programs in overall configuration and carriage obviously belong to the same family, they are sufficiently distinctive in design and operation to be independently valuable for research purposes; also to provide several options for schools and communities that may wish to provide EBCE-type opportunities for their young people.

Sampling the Action

It's obviously not possible in these few pages to describe fully the working of any one of the four EBCE pilot programs. But the selected-bits-and-pieces approach can at least give the reader some sense of what is being attempted. To this end, several excerpts--sometimes abridged or paraphrased--from the descriptive materials prepared by each of the programs have been assembled for presentation here.

(FWL) FAR WEST SCHOOL, Oakland, Calif.

Learning Resources. There are three kinds of primary learning resources available to students in the Far West curriculum and a fourth kind that is made use of when and if needed.

Resource Persons (RPs): Volunteer adults in various work settings, willing to share their knowledge, skills, and experience with an interested student in a one-to-one relationship. The relationship as to scope, objectives, and duration is negotiable. The learning opportunities occur primarily at the RP's place of employment. They offer specialized and in-depth career exploration.

Resource Organizations (ROs): Organizations that offer small-group activities at employer locations, activities usually consisting of preplanned sequences of orientation briefings, observations, study of operations, and hands-on experience.

Community Resources (CRs): Resources available to the Oakland public, which offer opportunities for individual and small-group exploration and study. Activities at such locations are designed to supplement a student's learning experiences with ROs and RPs and to broaden his perspective of the community beyond those that can be called economic in the strictest sense.

Supplementary Resources: Experience-based resources need to be supplemented from time to time to enable students to obtain subject-matter or instructional assistance not readily available to them in the community. These extensions may consist of such activities as working with a tutor on basic skills, taking a specific course required for college entrance, or taking work at a community college.

Curriculum Organization. These resources are organized and used through two interrelated mechanisms: the package and the project.

> The Packages: A package brings together the RPs, the ROs, and the CRs that provide learning activities serving a particular set of student outcomes related to a "subject area" and the careers associated with it. The focus of a package may be a specific career area--for example, commerce or communication--or it may be a more general competence or subject field (the natural sciences, for instance). We have found that while students are curious about what adults actually do in their daily lives, many students do not find career exploration in itself the stuff of which vital learning programs are made.
>
> Student Projects: The project is the school's mechanism for individualization. Except for workshops or tutorials or courses taken in Oakland public schools, each student's learning program is planned, focused, and carried out in terms of projects.
>
> Students work on projects they plan with one of the school's three Learning Coordinators. They serve in combination instructor/counselor roles and, with students, decide what type and amount of credit can be obtained through the successful completion of the project. Students usually complete at least four projects each semester. Project activity takes place at three levels:
>
> (1) Orientation--The student becomes initially acquainted with the resource person and/or organization to find out what can be learned from these sources and whether or not he wants to go ahead with the contact. Usually, one to three half-days are used in this way.
>
> (2) Exploration--The purpose is to provide the student with sufficient experience in an employer organization or career/subject area to analyze it in relation to his own interests, abilities, and values. Five to 10 half-days, on the average, will be used for exploration.
>
> (3) Investigation--The student, through personal on-site involvement in performing productive tasks (may be for pay) and numerous other activities, can obtain sufficient experience in an organization or career-subject area to develop generally useful knowledge and competences. Work at this level will take 20 or more half-days.
>
> Credit is given on a pass/fail basis; no letter grades are assigned except in special cases where colleges insist.

(RBS) The ACADEMY for CAREER EDUCATION, Philadelphia, Pa.

The Academy for Career Education has three major operating centers or programs: the Career Development Program, the Career Guidance Program, and the Academic Resource Center. The three are, of course, closely interrelated and interdependent.

Career Development Program. This is the heart of the Academy. All the learning a student does in this part of the Academy goes on outside the school in association with individuals and organizations in the community. The overall purpose of this part of the Academy's operation is to facilitate the emergence within each student of a rational, reality-tested career plan. It has two primary components: Career Exploration, and Career Specialization.

> Career Exploration is composed of a number of courses based on inclusive occupational areas or clusters, such as communications and health. During the Exploration cycle, a student ordinarily will be enrolled in one of these courses, which meets an entire day each week.
>
> Performance objectives students are expected to achieve in this component of the Academy's curriculum include items like:
>
> (1) To list those careers or job families of interest in the cluster being explored, the qualifications for each, and the skills or aptitudes necessary for successful job maintenance;
>
> (2) To understand for those careers of interest in the cluster the rights and the responsibilities of employees; and
>
> (3) To identify work-related academic skills, basic job-acquisition skills, and basic job-maintenance skills.
>
> Career Specialization gives students a way of further testing their interests in a particular area and a way to begin to acquire the special competences needed for success in that area. Each Specialization is set by the student in consultation with a community participant and, consequently, individual Specializations vary from student to student.
>
> Among the expected outcomes of student Specialization experiences are,
>
> (1) The student defines and develops his program of activities, the objectives of the specialization, and criteria for evaluating his performance;
>
> (2) The student analyzes and reports on the implications of the specialization experience for his own career planning.

Career Guidance Program. This unit within the Academy has as its primary goals assisting students (a) to develop self-appraisal skills, (b) to develop decision-making skills, and (c) to become more responsible for their own actions.

Academic Resource Center (ARC). This has been planned to complement and supplement student experiences at employer sites, especially with respect to the mastery of academic skills in English and mathematics. The supplementing can range from tutorial help for students whose progress in, say, language arts is lagging seriously to those who are ready for advanced work related to their career or educational plans.

Students spend from two to seven hours a week at the Center, depending on their needs and rates of progress on the study sequences.

The Academy for Career Education is not a separate school, as is the case with the three other pilot programs. Students take a special series of courses and activities, but they retain their membership in their home high school student community and are eligible to participate in all student activities there.

(AEL) APPALACHIA EDUCATIONAL LABORATORY, Charleston, W.Va.

To give some insight into the way the AEL program works with young people, parts of a case study of one girl who, it appears, was "saved" by the program are reproduced here.

> Because of some intimate personal problems, Beth had left school in Charleston at the end of her sophomore year, and lived with relatives in Kentucky for a year, where her school experiences were pretty dismal. She came back to Charleston to start her senior year, but with little hope that the schooling would be worthwhile and considered dropping out, but did not.
>
> She applied for admission to the EBCE program and was accepted, but the start was shaky; as far as she was concerned, EBCE would have to prove itself.
>
> Diagnostic tests revealed an interest in working with children, and her first placement was in the pediatric ward of a local hospital, where she worked for three weeks. Friction developed between Beth and the RN who was her resource person, largely because Beth wanted to do more to help the sick children than her training (lack of) allowed her to. Conferences with her learning coordinator helped to see why she had not been able to participate more actively in the life of the hospital.
>
> Another interest area revealed on Beth's entrance tests had been arts and crafts, so a placement was arranged for her with Mountain Artisans, a cooperative venture of Appalachian craftsmen to sell their work in northern cities. Beth satisfied a math requirement by working with the group's bookkeeper, where she also learned the rudiments of double entry bookkeeping. But what interested Beth most was the relationship she developed with a 76-year old mountain woman, who introduced her to many of her contemporaries and their activities. From the interest this contact stimulated, Beth did research for a report on the role that activities like quilting had traditionally played in the community life of West Virginia.

At the end of Beth's five-week placement with the Artisans, her learning coordinator suggested that together they look for a placement that would combine her interests in children and in arts and crafts, and so she began work at a local art gallery that was displaying works by artists of the region. In her first days at the gallery she discovered a neighboring children's museum called Sunrise, to which she was immediately attracted. At Beth's urging, the museum's director was contacted and arrangements were made for her to have a placement there and for the museum director to be her resource person.

Beth really found herself at home at Sunrise and became involved in all aspects of the museum program. She taught arts and crafts to small children; she scoured the community for examples of children's art; she began working toward an English credit by writing a report on the similarities of children's art and the traditional folk art of the Appalachian mountaineers. She also worked on a world cultures credit through the museum's "suitcase loan" program, where she was involved in setting up and coordinating displays from various foreign countries.

Her learning coordinator was surprised to discover that she had voluntarily picked up the study of Spanish again, which she had taken in the 9th and 10th grades so she could write letters to a children's museum in El Salvador.

The staff of Sunrise developed a high regard for Beth's ability and asked that she be allowed to accompany them to New York City for a series of seminars on museum programs. She spent her free time there touring the city's museums, and was especially entranced by the junior museum at the Metropolitan Museum of Art, where she learned how they set up displays and arranged educational activities for children of that city. The journal she kept on the trip was accepted as partial fulfillment of her communication skills requirement.

The Appalachia Educational Lab has set a maximum of 13 weeks for any one placement, so soon after her return from New York Beth had to go on to other community sites. But she now was really looking forward to graduation because Sunrise had offered her a full-time job beginning in June. She wasn't sure that she would spend the rest of her life in museum work, but she knew she wanted to begin there.

(NWREL) COMMUNITY EXPERIENCES FOR CAREER EDUCATION, Tigard, Oregon

Once $(CE)_2$ students in Tigard have become acclimated to EBCE ways, they are largely responsible for designing their own learning projects. But to introduce boys and girls to the program and to hasten the acclimatizing, a few staff-designed projects are assigned. Here are excerpts from one of these in the science area within the Life Skills division of the curriculum.

"This project is designed," the introduction reads, "to acquaint you with the scientific method of problem-solving. You will look at your personal traits and discover how well they coincide with those traits necessary for scientific investigation."

Activity 1: "Define Science" calls on the student to do some reading, to work up his own definition of terms used in science, and to observe the use of the scientific method at two or more employer sites.

Learning Tasks	Products or Outcomes
Activity 2: Learn how to use cause/effect reasoning to explain your point of view on an issue,	
(a) By reading, become familiar with the concept of cause/effect reasoning	(a) Draw lines, make comments, etc. to show the relationships
(b) Identify in two recent articles the use of cause/effect reasoning	(b) Collage/montage illustrating the cause/effect relationship
(c) On two employer sites of your identify four examples of cause/effect relationships	(c) Discussion with employer instructor of the identified relationships

Activity 3: Using your employer site, identify "precision," "accuracy," and "self-discipline" as traits basic to scientific methodology and discover in yourself the extent to which these traits exist.

Learning Tasks	Products or Outcomes
Activity 4: Use the scientific method	
(a) Broaden your concept of what topics are legitimate sources of scientific inquiry. Brainstorm 10 areas on the employer site which could be science areas	(a) A creative list of at least ten areas, evaluated on originality by employer instructor and your program learning manager
(b) On the employer site select a problem and apply the scientific method to it. Document your results	(b) A clear statement of the problem selected and the step-by-step process used to solve it. (Punctuation, spelling, grammar, and sentence construction will also be evaluated)
(c) Make a personal evaluation of your efforts to apply the scientific method to your problem-solving	(c) Prepare a list of skills that helped you in the activity, and a list of those you would need to develop if you were to continue this kind of work

Learning Tasks	Products or Outcomes
Activity 5: Become acquainted with a community resource which is (a) an	

example of advancing science and technology or (b) an agency which deals with environmental and/or ecology issues	In consultation with your learning manager agree on a format for presenting what you have learned. You may want to use such forms as pictures, video tape, audio tape interview, collage, a paper
Select a community site, make arrangements to visit it, and record the issues it deals with or the products it produces and examples of the use of the scientific method	

Taking Cost into Account

Since one of the purposes of the EBCE pilot programs is to develop and test out a set of alternative educational patterns for use by secondary schools everywhere, it is reasonable to ask whether it now seems likely that a school will be able to introduce an EBCE-type program at costs comparable to the costs of its regular curriculum, assuming the final evaluation substantiates the present optimistic but tentative judgment of the project's worth.

Because of the research and development costs which are appropriate to the project, current per pupil costs are substantially higher than they would be for the conduct of the same kind of program in the usual school context, where such activities would probably be minimal. There is evidence now at hand to back up this expectation: during the present school year, per pupil costs at three of the EBCE centers range from $2400 to $3400, but at the fourth center, which makes greater use of on-going school resources than the other three do, the projected per pupil cost is only $1300.

It is reasonable to say, then, that cost should not be a barrier to the adoption of EBCE ideas and practices in schools of all kinds and sizes.

But Does It Really Work?

Evaluation has been an integral and influential aspect of EBCE programs since their inception in 1972. Each program's internal evaluation staff is constantly examining the particulars of its operation, asking questions like: (1) Do orientation sessions for new students really provide them with an adequate foundation for making the individual decisions that lie ahead? and (2) Do employers fully understand their roles and responsibilities? Equally important are the questions they raise about the extent to which students are reaching program objectives in career awareness, interpersonal competences, and basic skills.

Results from two years of internal evaluation are promising: Students appear to be reaching their objectives; the enthusiasm and participation of parents, employers, and other community resource people remain at a high level: and the project staff members continue to discover new and effective ways of helping adolescents move toward maturity. The data available permit a few generalizations.

With respect to students:

Although growth in basic skills is important, it was not an initial goal of EBCE for students to increase basic skills dramatically or to attain greater growth than random samples of local high school students. Data from standardized tests show that in three of the four programs there was statistically significant growth in reading and math subtests.

Nine out of 10 EBCE students reported that the program has been particularly effective in helping them acquire a heightened awareness of career opportunities.

About 85 percent of the young people in the four programs felt that EBCE had been especially effective in teaching them to assume responsibility for themselves and to work with others.

Comparing their EBCE experiences with those they had had in the regular school program, over 90 percent of the students in great numbers felt that in EBCE they were more highly motivated to learn and that the opportunities to learn were greater. Dropout rates in most cases were lower among EBCE students than among other high school students and their attendance patterns were better than they had been the previous year.

With respect to parents:

Parental reactions have been very positive. For instance,

Ninety percent said they had observed positive changes in their children that they felt resulted from the programs,

Ninety percent also felt that the program was particularly effective in teaching students to communicate with others in a mature way and to assume responsibility for themselves.

With respect to employers and other community resources:

Employers and other community resource persons--all of whom contribute time, equipment, and facilities to EBCE free of charge--are also enthusiastic about the program. Most of the resource persons who started with the program have continued, and new resources join each year. Over 90 percent of the employer and community resource persons surveyed say that they would recommend participating in EBCE to others.

Not everything is perfect, however. Employers and resource persons would like more feedback on what happens to students they work with and more information about their own effectiveness as teachers and advisers. But these shortcomings should not be permitted to cast any more than a passing shadow on the project.

To supplement this continuing self-study, the Educational Testing Service (ETS) has been employed by me to make a thorough evaluation, including the development of techniques to measure various cognitive and affective skills which EBCE stresses and for which there currently are few or no satisfactory measurement materials or procedures. This ETS investigation will not only record EBCE outcomes which may be compared with those from other high schools; it will also create some evaluation materials for use by schools that develop their own EBCE-based curricula.

In addition, EBCE was the subject of a recently completed comprehensive review by an NIE-sponsored task force headed by Keith Goldhammer, dean of the College of Education at Michigan State University. Other members of the reviewing team were Charles Bowen, director of education development, IBM Corporation; Claude Brown, research and education director, Teamsters' Local 688; Glenys Unruh, assistant superintendent for curriculum, University City, Mo., public schools; and Richard Graham, director of the Center for Moral Education at Harvard University and formerly director of the Teacher Corps. In writing about the observations of the task force, Dean Goldhammer stated:

> Can you picture randomly selecting 150 students from any high schools in the country and finding genuine enthusiasm, a feeling of belonging, a feeling that school exists for them, a feeling that they are recognized as human beings and that they can do within the schools what is important for them to do? We did interview approximately 150 EBCE students, and we didn't find one who was disaffected by what he or she was doing.
>
> It has its failures; no program will ever by 100 percent successful, and we are all attuned to that. But I think it fair to say that, given an opportunity to study themselves, to develop realistic plans for the future, ...to be accorded the integrity of human beings... these students find their schools meaningful, relevant, exciting, and valuable.

Model III -- The Home and Community-Based Model. This is the only one of the four national Career Education Models to focus exclusively on the career-related needs of home-based adults. The Career Education project has served over 5,000 men and women, aged 16 to 70, with different employment histories, economic levels and career aspirations. Because the target group has been defined as home-based--people who are not working full-time or engaged in full-time training--most of the project's clients have been women. The clients for the project are currently seen as sharing similar needs:

-- a better understanding of their own abilities, interests, values and goals

-- facts about job trends, opportunities, and requirements

-- information about education and skill-training opportunities

-- information abour services in career-related problem areas such as financial support, discrimination, child care and testing

-- helping in developing and implementing career plans

To meet these needs, the project provides home-based adults career counseling, information, referrals through telephone interviews staffed by paraprofessional counselors, a Resource Center and specially developed materials. Among the products of this project are five manuals, annotated bibliographies and a film. The changes in this model since its inception seem not to be philosophical or in relation to clients served but primarily in terms of the delivery system used. Originally, it was expected that cable and public T.V. would be major vehicles in this model. At the moment this seems not to be the case.[32]

This model got under way more than a year after the School-Based Model. Much of its early activity was devoted to literature searches pertinent to implementing the proposed model. By 1973, some observations of two of the principals in the model's development were as follows:

Limitations of the Model

Although the project proposed can produce significant gains for the home-based population, all educational and self-help efforts such as the project's are dependent upon and substantially affected by external factors. If, for example, the nation and/or a locality is suffering from widespread unemployment and a stagnant or deteriorating economy, career education graduates will face severe problems. Even in a reasonably healthy labor market, the individual may confront discriminatory employment practices, poor quality job-finding services, and restrictive upgrading opportunities at the work-site.

---

[32] Education Development Center, Inc. Career Education for the Adult in the Home. INFORM, March 1973, 3, 8:1

An equally significant external barrier is the absence of any mechanism for obtaining and relating data on future labor force supply to data on future labor market opportunities. Although forecasts of labor market opportunities, e.g., expanding career areas, are reasonably accurate, matching data on training resources and trainees in the pipeline are virtually nonexistent. Consequently, today's short-supply skill may become tomorrow's glut.

The six program components of the model constitute a multi-faceted design with a central focus and a framework of common concepts.

Each component looks to the others for information about and access to the target group. Each gains considerable strength from the other's input. During the four year research and development period, the design will remain intact. But each component has been deliberately formulated to permit separation from the others, component modification resulting from research and development, and adaptation by others of its strategies, services or approaches to printed and audio-visual materials. Considerable testing and evaluation of the materials and services are planned prior to dissemination. Irrespective of which components or strategies or services could be adapted by others, one aspect of the model seems to be essential to the proper utilization of such materials or services. This aspect is the development, or possession, of considerable information on local and national career opportunities and on local preparatory and supportive resources.

A brief description of each of the six components follows.

Outreach

Outreach is the project's effort to involve target population adults in the project and its services. The effectiveness of each of six strategies for making contact with the core group will be tested in terms of the responses elicited. These responses are, in order of preference: (a) a call to the counseling service, (b) a visit to the resource center, (c) an increase in career education awareness.

Outreach is essentially promotional and, consequently, faces a number of barriers because of the product (career education), the audience, and each of the channels to that audience--mass media (television, radio, newspapers), and more personal access routes (telephone canvass, public locations, organizations).

For example, although almost all residents of the pilot area own television sets and view them for several hours each day, the outreach programs may be misunderstood as an invitation to job placement. Telephone canvasses may be a better strategy for explaining the project, but if many of those who are called are not home-based, the effort can be extremely costly in terms of results.

By the end of Program Year One, the plan is to determine the relative merits of each strategy in terms of costs and the number and kinds of responses. This determination is a primary input for the planning of Year Two.

Counseling

The counseling component proposes to develop and test a new service--information-guidance-referral to individual members of the target population, and especially the core group. The service format is designed to encourage and enable clients to help themselves in achieving the outcomes established by the model. Literature searches and field investigations since 1971 disclose that the service being tested is new. Programs that currently provide career-related assistance to home-based individuals are either job placement agencies or restricted, tacitly or openly, to particular groups such as welfare clients, veterans, college-trained women, etc.

The service is to be rooted in a strong information base. It offers facts and figures on a wide range of career opportunities and local preparatory and supportive resources within the context of self-development counseling. The counselor's ability to find the relevant environmental data and to communicate and relate them to the client is essential. Certain aspects of other program components, e.g., resource center and printed materials, are intended to help the counselor facilitate self-assessment and self-help.

In addition to developing and testing the service format, the model is concerned with designing a service that is highly accessible, especially to the core target group, at a cost that is considerably lower than the current fees charged by private counseling agencies.

Because of the practical and psychological constraints that the target population, and especially the core group, face in dealing with outside agencies, the accessible format selected for testing is telephone-based. Other than personal visits, the telephone is the only two-way communication system now available between service agency and home-based. There have been a number of successful efforts to counsel via telephone but none, as yet determined, that calls for the kind of sustained self-help relationship with clients that the project's service intends to test.

In order to reduce costs, a category for counselors has been designed--the associate-professional. The service will use these personnel under professional supervision. The telephone format itself has cost-saving potential in comparison with the usual system of appointments at set intervals. Aside from no-shows, a cost-drain not present in telephone delivery, the amount of counseling time required at any particular point in a self-help format is unpredictable. Frequent short contacts appear to be required to exchange particular pieces of information. Occasionally, longer sessions may be needed for synthesis and decision making.

Because telephone counseling does not permit clients to meet together and gain reinforcement from others like themselves who face similar problems, the model is also testing a group counseling format. By collecting data on costs as well as outcomes, findings at the end of Year One will determine relative emphasis between telephone and group delivery during Year Two.

The Resource Center

The resource center is designed to locate, organize and disseminate multi-media materials on career education concepts and issues from sources throughout the country and from project-generated findings and products. Dissemination targets include the home-based population, career-preparatory institutions and project staff. The center is the primary source for building and classifying the project's curriculum. Its contents include catalogues and guides on schools and supportive resources; several hundred books and periodicals; 500 microfiche; pamphlets, clippings, and audio-visual materials; descriptions and abstracts of 30 computer searches.

Despite this extensive and varied collection, many of the materials are designed for professionals or for those with high-level reading comprehension skills. The easier-to-read materials are usually written for junior and senior high school students and are quite inappropriate, in tone and content, for adults.

The center staff will, consequently, construct special modules of materials that will convey relevant components of career education. Existing materials will be organized, synthesized and, when necessary, translated into simpler or more appropriate form. These modules are intended for dissemination to institutions and organizations on a loan or purchase basis. Six modules should be completed in Year One and at least an equal number in Year Two.

A workshop format, built around module themes, and used with groups of core clients, will be tested as a method for increasing their self-help skills.

Institutional Development

The institutional development component has designed and will test strategies for achieving one or more specific changes within private, public and proprietary career-preparatory resources. The changes concern new counseling services, additional part-time program slots, and supervised field placement at work-sites.

Efforts are to be concentrated on a small number of institutions selected by objective criteria from the set of career-preparatory resources in the target area. Assistance to be offered to this sample calls for planning and development funds and technical assistance from the project to the institution in exchange for their agreement to seek and obtain the necessary approvals, space and personnel for the proposed changes.

Printed Materials

The products to be designed and tested by the print component staff are intended to be disseminated outside the target area to permit replication, adaptation or utilization of one or more of the model's components. One aspect of the model, namely data on expanding local and national career opportunities and on local educational, training and supportive resources, is prerequisite for effective utilization of any other component. These data must be acquired and/or developed and synthesized into a locally useful form. Consequently, the key printed product will be a "how-to" manual on the design and production of such a data base, including descriptors, methodologies, costs and staffing requirements.

During Year One, the project's data base will be developed further and utilized. The research and evaluation findings resulting from these experiences provided a primary input for the production of such a manual during Year Two. Additional "how-to" manuals based on the experiences and findings from other program components are to be produced in Years Two, Three and Four.

Analysis of the core group underscores its need for the kind of concrete information contained in the data base. In an attempt to produce, for dissemination, printed materials that respond to this need, two prototypes will be designed and tested during Years One and Two. One concerns several individual information kits, each on a career field that is expanding both in Rhode Island and nationally. Generic problems in career planning, choice and preparation will be related to the locality data that is to be in the form of inexpensive-to-print removable inserts. Other localities, using the data-base "how-to" manual can adapt these inserts. The second prototype is designed for core group adults who have not yet made a career choice. It will present the wide range of possibilities in a cross-referenced catalogue.

Audio-visual Materials

The audio-visual component will:

1. Produce, test and disseminate audio-visual materials to interest the home-based in opportunities offered by expanding careers and their educational and technical skill prerequisites.

2. Produce audio-visual documents on project strategies and services that will interest leaders in adult education, counseling, and planning, and in the adaptation of these strategies and services.

The TV Specials are designed for commercial television to arouse interest in career and career preparation among mass audiences. They will consist of videotaped or filmed segments that evolve through a process of testing, selecting and lacing together a number of self-contained, five-minute modules. Each module presents, in human terms, the generic concepts of the curriculum--expanding career areas, selecting a career focus, rearranging personal responsibilities, dealing with institutions. In producing these modules, the audio-visual staff will draw upon the rich reality-based information about careers, career interests and needs of the home-based available from the other components. Products will encourage viewer participation and interest through test-taking devices, genuine role models, and humorous formats used to present facts and problems.

The Career Development Film Series, scheduled for Year Two, is designed to engender sustained self-help among core group clients. The series will address, in depth, the same generic issues covered by the tv specials in a step-by-step treatment of the career development process. It will be made available to adult basic education classes, vocational schools, or other institutional settings through educational tv outlets. Guides for group utilization will be provided.

For project documentation efforts, a task force will set priorities during Year One in terms of strategies and service formats to be filmed or videotaped during Year Two. Production of 10 to 20 minute videotapes of counselor training, information modules construction and utilization, development of field placement sites, etc., is expected then. In Year Three, these will be edited for distribution to educational institutions, counseling agencies and libraries as back-up illustrations to the various "how-to" manuals described in the print component.

Based on test findings in Years One and Two, the products will be marketed in Years Three and Four to commercial and public tv and other institutional outlets. During Year Three, additions may be made to the tv series so that it could be adapted for large urban audiences.[33]

Model IV -- Family-Based, Residential Model (The Mountain-Plains Program)

The Mountain-Plains Program is operated by the Mountain-Plains Education and Economic Development Program, Inc., (MPEEDP), a non-profit corporation chartered in Montana. The Program is located as a tenant organization on Glasgow Air Force Base near Glasgow, Montana. MPEEDP as a Corporation is concerned with the educational and closely related socio-economic needs of residents in the essentially rural regions of the states of Idaho, Montana, Nebraska, North Dakota, South Dakota and Wyoming. The Mountain-Plains Program, originally designated by the U.S. Office of Education to implement the Fourth National Model in Career Education, is presently completing the third year of a five year research and development effort.

---

[33] Guilfoy, Vivian M. and Brudney, J. F. The Home/Community-Based Career Education Model. Career Education (Joel Magisos, Ed.) The Third Annual Yearbook of the American Vocational Education Association. Washington, D.C.: The Association, 1973.

The basic premise underlying the program is that family-oriented Career Education in a residential setting and implemented as a comprehensive family human development approach represents an effective way to improve the employability, standard of living, participation in the community environment, and life satisfaction of the rural disadvantaged.

In the broad sense, the Program has goals in four major areas:

1. Development -- to design, implement, and develop the Model.
2. Research -- to perform research and evaluation of the effects of the Model.
3. Products -- provides guides, methods and procedures, research reports, cost analyses, and curriculum to permit replication of the Model.
4. People -- to provide career education to a significant number of the rural disadvantaged families within the six-state region.

Program Description

The Mountain-Plains Program serves at any one time approximately 210 families in residence at its site on Glasgow Air Force Base. Families remain in residence within the Program for an average of eight to nine months. Programs and services provided by Mountain-Plains include:

1. Career Guidance, required for both adults.
2. A Career Development Program for the head-of-household and optionally for the spouse, including Foundation Education in math skills and communication skills, Occupational Preparation, and Work Experience.

3. Family and individual counseling for head-of-household and spouse and based on need for older children.
4. A Family Core Curriculum designed to provide both head-of-household and spouse with home management, health, consumer education, parenting, community organization and recreation skills.
5. Limited basic medical, dental, and optical services through contracted services.
6. Financial support of the family while in the Program.
7. Child development and care for preschool age youngsters.
8. Placement services.
9. Supportive follow-on after placement.
10. Research, documentation, and dissemination of the Program.

The Occupational Preparation Program stresses mastery of identified essential competencies for entry level positions in the career areas of Building Trades and Services, Mobility and Transportation; Tourism and Marketing; and Office Education. There are a total of approximately fifty individual careers within the clusters identified above for which occupational preparation is available.

In each of its required areas, the Mountain-Plains Program provides individualized diagnostic and prescriptive mechanisms for determining sequences of instruction for each student. Student plans are written to recognize already existing skill levels as noted by pretests. Student progress is then monitored on a continuing basis with formal review every six weeks or at interim points based on need. Completion of the Mountain-Plains Program is defined as validation in all required program areas by both adults, including the requirement for validation in an occupational skill for the head-of-household. Validation is based upon the achievement of competency or performance objectives as determined by posttests.

The target population of the Mountain-Plains Program includes residents of rural areas within the six-states which the Program serves. Families of two or more members with at least one adult are eligible. Selection of student families is accomplished through the application of a number of selection criteria. These criteria are fundamentally exclusive rather than inclusive. They reflect the requirement that the family be unemployed or underemployed with no present saleable skills, and that its members possess certain personal requirements which will enable them to negotiate and benefit from all aspects of the Program.

Mountain-Plains student families are recruited through six field offices, located in the capital cities of the six states the Program serves. Staff in these offices are charged with recruitment, placement and follow-on support, data collection follow-up, and liaison with state and local agencies. In recruiting, staff draw on a variety of sources such as state and private agencies, civic and church groups, Indian groups, and listings of families who have received economic or social rehabilitation services in the past.

Families arrive weekly at the Glasgow Air Force Base Center and exit when their program is completed. The Mountain-Plains Program is able to accomplish this weekly open entry/open exit approach through being entirely individualized. Family and student participation and eventual program completion occurs in accord with individual plans for student families based on their present status, assessed needs, and goals. The curriculum developed by Mountain-Plains is entirely individualized, allowing each student in an instructional area to be at a different point in his or her program.

Each head-of-household is expected to participate a minimum of 35 hours per week in the formal program. Spouses must participate at least 30 hours per week until such time as a minimum program required of both adults, the Family Core Curriculum, is completed. Both must also validate Counseling, requiring from eight to twenty-two weekly group and individual sessions. Pursuit of an occupational preparation area and supporting basic or foundation education is required for the head-of-household and is optional for the spouse.

The first week on-Center at Glasgow Air Force Base is devoted to an orientation of the new student families. Subsequent to orientation, all adult students enter the phase of the program entitled "Family Core Curriculum." The length of time each student spends in this phase of the program varies with the individual. However, the average period is about four weeks.

During this phase the student participates in Health Education, Home Management, Consumer Education, Parent Involvement and Career Guidance programs as well as initiating Counseling. Career Guidance allows both adults to become aware of and to explore the universe of career opportunities as well as their own aptitutes and interests before beginning a program. By the end of the Family Core Curriculum, an individual career development plan has been developed for each head-of-household and interested spouse based upon measured needs and personal goals. The individual then undertakes Occupational Preparation and, where required, Foundation Education as well as continuing Counseling. Foundation Education consists of Math Skills and Communication Skills, including reading, grammar, spelling and punctuation. The levels of Foundation Education required are determined by the career choice the student makes. At the end of his or her program, the student must validate Work Experience with an actual employer.

Placement procedures are initiated three months prior to the predicted completion date of a student family. At this time a notification is forwarded to the state(s) indicated by the student as choice of residence. State staff rely upon student information, employer contacts, state employment agencies, and knowledge of state conditions to identify the areas of job likelihood for a particular head-of-household and spouse, should the spouse also desire employment.

Contact between state and Center continues through the last three months a family is in the Program. At the time of program completion, and if openings in the requested geographic area have been discovered, the completion student(s) may travel from Glasgow Air Force Base to the area for interviews. Resumes, recommendations, and final transcripts are made available at this time. If suitable employment should be temporarily unavailable, the family moves to the city or geographic area of their choice where placement efforts continue.

Mountain-Plains has follow-up responsibilities of two types: (a) support and follow-on conducted by the state office personnel at least on a quarterly basis and intended to resolve problems that may arise in the adjustment of the student family to its new community and new employment situation, and (b) follow-up for purposes of data collection. Follow-up for data collection occurs with both control groups and noncompleting families as well as with completing families. Data collection responsibilities of Mountain-Plains will be reduced soon as N.I.E. finalizes a pending contract for follow-up data collection by a third party contractor.

Organizational Description

Program services of Mountain-Plains are provided to student families through two operational divisions. These are the Field and Support Services Division and the Education Services Division. Program areas within the Field and Support Services Division include the State Offices, the Counseling Program, the Community Development and Recreation Program, Career Guidance and Child Development Services.

Program areas within the Education Services Division include Foundation Education, Occupational Preparation, and the majority of the Family Core Curriculum program. Foundation Education includes Computation Skills and Communication Skills. Occupational Preparation includes the four instructional cluster areas of Building Trades; Marketing and Tourism; Mobility and Transportation; and Office Education. Family Core Curriculum programs include Health Education, Home Management, and Consumer Education.

The remaining Divisions in addition to the Executive Office are the Administrative Services Division, the Controllers Division, and the Research Services Division. The Administrative Services Division provides basic program support. This includes Facilities and Maintenance for the 200-plus housing units in which the student families live and the 11 institutional buildings. Administrative Services also includes Property Control and Purchasing, Personnel Services, and Reprographic Services.

The Controllers Division includes Student and Institutional Financial Accounting, and Data Control. Data Control includes the Registrar function, and Student Planning, Scheduling, and Attendance.

The Research Services Division provides leadership in Internal and External Program Evaluation and Curriculum Development and Evaluation, and is charged with the leadership responsibility for the Documentation effort, Marketing Studies, and Marketing of developed products.

Outcomes

Results to date show that about 70 percent of the entrant families complete their MP programs. In comparison with the control families (a random 20 percent selected from eligible applicants before relocation in the MP facility), completing families have a higher employment rate, 86 percent as contrasted with 65 percent. Family incomes have increased from an average of $355.18 per month prior to entry to $576.69 per month six months after completion, an average net gain of $221.51. Although MP was able to reduce the net operating costs per family from approximately $16,000 (June 1973 estimate) to an actual cost per family of $10,640 during a recent period, current inflationary pressures will probably bring the cost per family to about $11,500 for subsistence, training and placement.

The long range effects will be apparent only after more time has passed. A third party evaluation study of completers, resignees, and controls should be available by mid-1976, and will include both market and non-market returns from the educational investment. Two year follow-up data will be included in this study.

In addition, a variety of products expected to be of use to other organizations are projected for completion over the next 18 months. These include modifications of programs for adult basic and vocational training, curriculum guides, an individualized General Educational Development program, and curricula and manuals for the family centered programs.[34]

---

[34] Mountain-Plains Education and Economic Development Program, Inc. Proposal FY 75-FY 76 Career Education Model IV. Vol. I of II. Glasgow, Montana: MPEEDP, July 1, 1974; ________ Revisions April is Career Education Model IV Proposal. Glasgow, Montana: MPEEDP, April 15, 1973.

A variety of products are already available in the areas of curriculum development, foundation education, occupational preparation, counseling, career guidance, community development, and research and evaluation.[35]

---

[35] Mountain-Plains Education and Economic Development Program, Inc. The Catalog of Mountain-Plains Products. A Proposal for Publication (M. C. Fenenboch, Ed.) Glasgow, Montana: MPEEDP, May 1975.

OCCUPATIONAL CLUSTERS

Like many other dimensions or concepts incorporated into Career Education, occupational clustering has had a considerable history. For example, clustering in the form of job families or worker trait groups has been used in the Department of Labor's Dictionary of Occupational Titles and in the Occupational Outlook Handbook. Since 1965 the organizational properties of clustering have been studied in such projects as the Industrial Arts Curriculum Project at the Ohio State University, Maley's project at the University of Maryland to develop, implement, and test the cluster concept at the secondary school level in three areas: a construction cluster, a metal forming and fabrication cluster and an electro-mechanical installation and repair cluster, and McCloskey's clustering efforts at Washington State University.[36]

Clustering was also recommended by various national advisory groups during the 1960's. In Education for a Changing World of Work, the influential 1963 report of the Panel of Consultants on Vocational Education appointed by President Kennedy recommended that:

> Basic vocational education programs should be designed to provide education in skills and concepts common to clusters of closely related occupations. The curriculum should be derived from analyses of the common features of the occupations included. These students should receive specialized or more advanced vocational training later in post-high-school programs, apprenticeship, or on-the-job experiences.[37]

---

[36] Buettner, D. L. An Operational Approach to Occupational Clusters. Columbus, Ohio: The Center for Vocational-Technical Education, The Ohio State University, December 14, 1971.

[37] Panel of Consultants on Vocational Education. Education for a Changing World of Work: Report Prepared at the Request of the President of the United States. Washington, D.C.: U.S. Government Printing Office, 1963. p. 227.

More recently, the Advisory Council on Vocational Education said that vocational education should include:

> Programs designed to acquaint students with employment opportunities and to teach skill and knowledge required in one or more industries or families of occupations certified by the U.S. Department of Labor as offering expanding opportunities for employment.[38]

The Advisory Council, went on to recommend a developmental curriculum in vocational education which have such characteristics as:

> ... Occupational preparation should begin in the elementary schools with a realistic picture of the world of work.
>
> ... In junior high school, ... The objective should be exposure to the full range of occupational choices which will be available at a later point and full knowledge of the relative advantages and the requirements of each.
>
> ... Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation ... Instruction should not be overly narrow but should be built around significant groupings of occupations or industries which promise expanding opportunities.

Until the advent of Career Education in 1971, clustering had not been thought of as central to curriculum organization or to the structure of career preparation. Historically, vocational education as it has been found at the secondary school level, is designed to prepare an individual in some depth in a specific occupation such as carpentry, masonry, or plumbing. Such a structure assumes that a choice is made before training has been entered into and is expected to help the individual acquire considerable technical proficiency rather than exploratory experience or entry level skills. Such an approach also assumes that the specific occupational specialty which represents the training core will continue to be in demand for the foreseeable future.

---

[38] Advisory Council on Vocational Education. Vocational Education: The Bridge Between Man and His Work. General Report. Washington, D.C.: Government Printing Office, 1968. p. 198f.

Career Education, however, has strongly emphasized career awareness and career exploration prior to career preparation. It has further advocated that career preparation make the student occupationally flexible rather than limited. In this context, then, occupational clusters are curriculum organizations directed toward the preparation of individuals with skills, knowledge, and attitudes required for job entry into a family or cluster of occupations. The evolving cluster concept in Career Education provides students with awareness and exploratory learning opportunities across possible clusters of occupations as well as job entry level competencies for several related occupations found within an occupational cluster. It is not the intent of the cluster approach to produce a highly skilled craftsman in a specific occupation but rather a person with job entry competencies in a number of related occupations.

As the operational implications of Career Education began to take shape during 1971, it became clear to the U.S. Office of Education that the many occupations in the world of work needed to be structured in such a way that their introduction into school settings would be manageable and feasible. Since more than 23,000 occupations comprise the current occupational structure in America, it would be impossible to help students become aware of and explore such opportunities without some form of grouping nor would it be possible to provide training on an occupation-by-occupation basis.

As High[39] has pointed out the clustering efforts which took place prior to 1971 had established the feasibility of occupational clustering with selected segments of the world of work but had not dealt with the problem of systematically dividing the entire world of work into an array of clusters which would encompass all occupations in the United States. This was the formidable task set upon by the U.S. Office of Education in the school year 1970-71.

An initial step toward clustering was taken by Dr. Arthur Lee Hardwick (who at the time was Associate Commissioner for Adult, Vocational, and Technical Education) in convening a meeting in Dallas, Texas to develop an overall framework for a comprehensive cluster system. Participants in the meeting included four State directors of vocational education, two Regional Officers of the U.S.O.E., a representative of the American Vocational Association, and three members of the U.S.O.E. Division of Vocational and Technical Education plus Dr. Hardwick. From this two day meeting emerged the framework for the U.S.O.E. scheme of fifteen occupational clusters.

During the Spring of 1971, staff committees of the Division of Vocational and Technical Education, coordinated by Michael Russo refined the cluster structure and blocked out the content of each cluster. The results of these efforts were discussed with the fifty State directors of vocational education during their annual meeting in Washington in May of 1971. The draft charts of the clusters were again refined as a result of these meetings and other inputs from local, State, and University personnel until in January of 1972, the Division of Vocational and Technical Education issued a working paper on the fifteen "career clusters" which provided the basis for the U.S.O.E. efforts in cluster curriculum development.

---

[39] High, S. C., Jr. An Introduction to Clustering. A Report--Seminars on Occupational Clusters. Washington, D.C.: The Bureau of Occupational and Adult Education. March 1975.

The initial U.S.O.E. working paper on clustering indicated that any scheme for clustering jobs for Career Education purposes should meet four basic requirements. They included:

1. The cluster scheme should be such that it encompasses all the jobs in the Dictionary of Occupational Titles. In other words, after the cluster scheme has been established, it should be possible to fit each and every job in the Dictionary of Occupational Titles into some one of the career clusters which have been designated.

2. Each cluster should include jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. That is to say, each cluster should contain a logical career ladder of jobs requiring increasing levels of education.

3. Each cluster should be related to an identifiable group of employers. For example, if we have a cluster in the health occupations, it is possible to identify within the community a group of potential employers, such as hospital administrators, private physicians, and dentists, who could relate to this particular cluster. Similarly, if we have a cluster in the construction occupations it is possible to identify in a given community various construction contractors and construction firms who could relate to this career cluster.

4. The clusters should be enduring over time. That is, each cluster should represent a continuing societal function which will be carried on throughout the foreseeable future. For example, it can be assumed that for the foreseeable future our society will be manufacturing things, constructing things, transporting things and providing health services for the people. Therefore, clusters in the manufacturing occupations, the construction occupations, the transportation occupations, and the health occupations are likely to be enduring over time. Although individual jobs within these clusters may be phased out due to technological change, other new and emerging jobs will appear in each cluster to take the place of those phased out. If an individual has had well-rounded training in the common core of a particular cluster, his flexibility for moving to another job within that cluster will be facilitated, should his present job disappear as a result of technological change. Having mastered the common core of the cluster, he would be able,

> with a minimum amount of retraining, to move to another type of emerging job within that same cluster. This will provide individuals with the flexibility needed to cope with the changing nature of our economy and our labor force.

The U.S. Office of Education has developed a cluster scheme which, it is believed, meets the four requirements specified above. This cluster scheme consists of 15 career clusters, which are:

Construction Occupations Cluster
Manufacturing Occupations Cluster
Transportation Occupations Cluster
Agri-Business and Natural Resources Occupations Cluster
Marine Science Occupations Cluster
Environmental Occupations Cluster
Business and Office Occupations Cluster
Marketing and Distribution Occupations Cluster
Communications and Media Occupations Cluster
Hospitality and Recreation Occupations Cluster
Personal Service Occupations Cluster
Public Services Occupations Cluster
Health Occupations Cluster
Consumer and Homemaking Occupations Cluster
Fine Arts and Humanities Occupations Cluster

Each of the 15 career clusters has been subdivided into a number of sub-clusters, which have been further "shredded out" into more discrete functions at increasing levels of specificity.

During the three years since the issuance of the working paper just described and the cluster scheme, the U.S.O.E. has awarded a series of contracts for curriculum development work in various clusters. As indicated elsewhere in this paper these contracts were supported with funds appropriated under Part I (Curriculum Development) of the Vocational Education Amendments of 1968. By the end of fiscal year 1974, more than $9 million had been invested in these cluster curriculum efforts and some work was underway in each of the fifteen clusters. Table XIII indicates the funding pattern by the U.S. Office of Education for the 15 clusters.

TABLE XIII

FUNDING PATTERN FOR 15 CLUSTERS

	FY 71	FY 72	FY 73	FY 74
1. Agri-business, Forestry, and Natural Resources Protection	X	X		X
2. Business and Office Occupations	X		X	X
3. Communications Media Occupations	X		X	
4. Health Occupations		X	X	X
5. Hospitality, Tourism and Recreation	X			X
6. Consumer and Homemaking Occupations	X	X	X	X
7. Construction Occupations	X	X	X	
8. Fine Arts and Humanities			X	X
9. Environmental Protection Occupations		X	X	
10. Marketing and Distribution Occupations		X	X	
11. Manufacturing Occupations	X		X	
12. Personal Services Occupations	X			X
13. Public Service Occupations	X		X	X
14. Transportation Occupations	X	X	X	
15. Marine Sciences Occupations				X

The 15 clusters developed by the U.S.O.E.'s division of Vocational and Technical Education has not been the only Federal effort. In support of research and development in behalf of the School-Based Comprehensive Career Education Model I, the Human Resources Research Organization (HumRRO) was put under contract to develop an "occupational clustering system" for use in the six field test sites which particiapted in that project. The system developed by HumRRO consisted of 12 clusters: (1) public service, (2) transportation, (3) manufacture, (4) natural resources-production, (5) natural resources-control, (6) commerce, finance, and distribution, (7) communication and media, (8) construction, (9) recreation, (10) arts and humanities, (11) health and welfare and (12) education and research. Most of these clusters are compatible with the 15 developed by U.S.O.E.

The State of Oregon began their development of clusters as a delivery system for vocational education in the late 1960's (at least partially under the support of Part D of the Vocational Education Amendments of 1968). While their initial intent was not to include the entire world of work, the 13 Oregon clusters are compatible with the 15 suggested by U.S.O.E., provided that several of their clusters would fit under a single one of the broader U.S.O.E. clusters. Oregon now has guides completed for their 13 clusters.

R.C.A. has worked on curriculum with the Skyline Career Development Center in Dallas, Texas since 1971. Using the cluster curriculum approach suggested by U.S.O.E., they currently are ready to market, through Harper and Row Book Company, guides for 10 clusters out of a planned 28. Like Oregon, more than one of their clusters will fit under a single one of the 15 U.S.O.E. clusters.[40]

The San Diego City School System has developed a cluster scheme consisting of 12 clusters. These clusters around which San Diego's Career Education program is organized includes: agriculture and ecological studies, business and office, communications and media, community and personal services, consumer and homemaking, fine arts and humanities, health, industrial and construction, marketing and distribution, public service, science and engineering, transportation.[41]

Several States have also refined the 15 U.S.O.E. clusters and added substance to them. For example, the Texas Education Agency has taken the lead in elaborating and refining the 15 clusters and has issued two publications to help curriculum developers and local school personnel in applying the 15 cluster scheme to school programs. These publications, in turn, have been used by the New York and by the New Jersey State Department of Education. The State of Arizona has used the 15 cluster scheme proposed by U.S.O.E. as the framework for extensive Statewide Career Education efforts. The public schools of the District of Columbia have developed a series of curriculum guides for use in exploratory programs at the 7th and 8th grade levels built around the 15 U.S.O.E. clusters. In several significant pilot projects in California the 15 clusters have served as the basic organizing core.

---

[40] Cook, Joyce. Status of Occupational Cluster Curriculum Development. Washington, D.C.: U.S.O.E., Bureau of Occupational and Adult Education, Division of Research and Demonstration, January 3, 1975.

[41] High, S. C., Jr. Introduction to the World of Clustering. A Report--Seminars on Occupational Clusters. Washington, D.C.: U.S.O.E., Bureau of Occupational and Adult Education, March 1975.

A number of States, cities, and commercial producers have also developed films, filmstrips, and cassettes dealing with the 15 clusters. Included are the Arlington, Virginia public school system; King Features of New York; Lothrop, Lee and Shepard Company of New York; Houghton Mifflin Company of Boston; Educational Properties Incorporated of Irvine California; Counselor Films Incorporated of Philadelphia; Film Forum Incorporated of Irvine, California; and the H. Wilson Company of South Holland, Illinois. These materials are designed by different organizations for different age groups including elementary and secondary schools, community colleges and adults, and in several instances have the effect of providing an extension of the 15 clusters into modes by which they can provide general career awareness for elementary and junior high school youth.

The current status and the outcomes expected of the 15 U.S.O.E. clusters funded under Part I of the Vocational Education Amendments of 1968 was described by Dr. Elizabeth Simpson, until recently Chief, Curriculum Development Branch, U.S.O.E., in March 1975 as follows:[42]

AGRI-BUSINESS

The curriculum project in Agri-business, Natural Resources, and Environmental Protection is designed to facilitate the processes of career education at the various stages of career awareness, orientation, exploration and preparation. Personnel from three universities, State staff member, and 32 teachers have been involved in the development of this project. Field testing of the guide is currently underway. Major tasks include:

1. To identify the major agri-business, natural resources and environmental protection occupations;

---

[42] Simpson, Elizabeth J. Cluster Curriculum Development. Part I, Vocational Education Amendments of 1968. A Report--Seminars on Occupational Clusters. Washington, D.C.: U.S.O.E., Bureau of Occupational and Adult Education, March 1975.

2. To determine the state-of-the-art in this curriculum cluster;
3. To develop and validate curriculum guides; and
4. To print and disseminate copies of the guides to each of the 50 States.

BUSINESS AND OFFICE

Due for completion in 1975 is a project to develop and validate curriculum guides to comprise an instructional system for teacher use in career development and preparation in business and office occupations, K-14. These guides, adaptable for use throughout the country, cover occupational awareness, orientation, and vocational preparation. Following a period of review and revision of existing materials and the preparation of curriculum modules, field tests began in four States. After the results of the field tests have been gathered and further revision, the project will set up a dissemination conference for State consultants for the business and office occupations.

COMMUNICATIONS AND MEDIA

One of the first occupational cluster curriculum projects undertaken was in the Communications and Media Cluster. The major purpose is the development of curriculum guidelines for the exploration and preparation levels in the cluster. The project was extended to permit field testing of the materials under development, as well as initial development of materials for the orientation level. Upon completion these efforts will result in a related set of career education orientation, exploration and preparation learning activities available for publication and dissemination through the Government Printing Office.

HEALTH

The Allied Health Professions Curriculum Project which covers both secondary and postsecondary levels is concerned with the development of curricula for 26 different allied health occupations. Task inventories were completed for all 26 occupations, occupational analyses on a national basis were completed for 16 occupations, and curricula and instructional materials were either completed or partially completed for seven programs. The greatest impact has been in nursing, medical records, clinical laboratory, prosthethics-orthotics, dental hygiene, and the Secondary Schools Allied Health Occupations.

The basic nursing curriculum had been adopted by approximately 350 nursing education programs nationwide as of July, 1973. As of March, 1974, this figure is estimated to have doubled. Similar impact has occurred in medical records, clinical laboratory, dental hygiene, and the secondary school programs.

HOSPITALITY, RECREATION, AND TOURISM

The primary purpose of this project was to develop comprehensive teacher-oriented curriculum guidelines for leisure occupations at the exploration and preparation levels of the career education model. The final products comprise printed guides for use by teachers in integrating career education for leisure occupations in curriculum at grades 9 through 12. Since the field of recreation and tourism may have inherent employment attractions for the disadvantaged, handicapped and other minorities, motivation factors causing people to enter, continue to leave this occupational area have been assessed in a pilot study.

Dissemination of the guides has included 500 copies to the States; 4,000 copies to local education agencies; and 500 copies to colleges and universities. In fiscal '74, a second major project was funded for further work in the Hospitality, Recreation and Tourism cluster.

CONSUMER AND HOMEMAKING

The development of flexible teaching curriculum modules on consumer education, which can be adapted by teachers to serve a variety of learners of varying ages, socioeconomic levels, cultural backgrounds, and lifestyles was funded in fiscal '72. The following objectives were achieved by this project:

1. Identification and review of available curriculum materials in consumer education and a determination of gaps in the materials;
2. The development of teaching modules to supplement existing materials;
3. Field testing of modules;
4. Design and development of consumer education teaching modules which can be used by or adapted by teachers or leaders of youth organizations, teachers or pre- and in-service teachers of grades 9-14 or adults, and students of any age for self-instruction; and
5. Dissemination of the curriculum modules for use in vocational-technical education programs.

More than 300 home economics, business and office, and distributive education teachers participating in the field test with some 15,000 students from a variety of socioeconomic levels and cultural backgrounds. Testing included schools and non-school learning centers and involved students in grades 9-14; adults, senior citizens, and vocational youth groups. This project resulted in a set of consumer education teaching modules, which have been printed by the Government Printing Office.

In fiscal year '74 a contract was awarded for the development of ungraded curriculum guides for home economics-related occupations in the areas of: 1) child development, family relations, and homemaker/home-health occupations, 2) clothing and textiles occupations, 3) foods and nutrition occupations, 4) home management and family economics occupations, and 5) core of knowledges and skills associated with home economics-related occupations. In this cluster also, further work is needed in the development of curricula for the homemaking aspect of home economics in order to achieve a program more responsive to social conditions and needs.

FINE ARTS AND HUMANITIES

A small grant award in fiscal '73 was for the purpose of inquiring into the relationship between the fine arts and career education. Specifically, a three-day conference was held to examine the theoretical and practical issues surrounding the arts as an occupational cluster. Twenty participants prepared papers identifying the basic educational literature on the arts; problem areas; and general guidelines for the fine arts and humanities curricula at the elementary, middle and secondary levels. Participants also analyzed a new concept, "The cultural service field," which would afford career preparation in occupations which support the fine arts, such as: art dealership; public relations; gallery management; set design; costuming; lighting.

Over 2,000 copies of "The Arts, Cultural Services, and Career Education" have been published in a special issue of The Journal of Aesthetic Education.

In fiscal year '74, a contract was awarded for the development of curricula for the occupational cluster of Fine Arts and Humanities. Curriculum guides are to be developed for occupational exploration, orientation, and preparation for the junior and senior high levels.

CONSTRUCTION

The purpose of the Construction cluster project which began in 1971 was to develop instructional materials to be used at the secondary level for career development for construction occupations. The instructor's guides for grades 9 and 10 and for grades 10, 11 and 12 include: behavioral objectives, suggested activities for students and instructors, sources of information, related academic theory, and examples of lesson plan development. An in-depth exploratory approach introduces the student to construction occupations in seven broad areas--wood, metal, masonry, electrical, finishing, heavy equipment operations, and engineering and support services. One guide focuses on a choice for skill development within one of the seven areas. The student's resource manual for the exploratory phase enables the student to establish a broad base of information about occupations within the construction industry from which reasonable career decisions can be made. The student's resource manual for the skill development phase provides the basic technical information to coincide with and supplement the development of skills relevant to the specific job family within the related occupational field.

A grant extension, funded in 1973, provided for the validation of the materials in a number of representative school systems. In addition, the project is to develop materials for grades 7 and 8; develop an inservice training guide; conduct inservice training for instructors in the pilot schools; and collect information, which will be used in the development of a postsecondary articulation guide covering each of the five original cluster areas.

ENVIRONMENT

Workshops and one-half day conferences with a focus on environmental occupations as a career field were held around the country. Conferees included superintendents of local school districts or their representatives. The objectives of these conferences were:

1. To develop a basic understanding of career education concepts.
2. To stimulate environmental awareness among educational personnel and subsequently students.
3. To promote quality curricular programs in the environmental portion of career education.
4. To provide a sound basis for student career choices through improved vocational guidance and career counseling information.

Each delegate attending received a completed handbook which contained a comprehensive overview of the key concepts for which the conferences were organized and a complete library of information on environmental occupations; two environmental education courses designed for high schools; and an annotated bibliography of literature, audiovisual material, and programs of ecological-environmental content.

A publication, Career Education and the Environment was printed by the Government Printing Office. Over 35,000 copies have been sold.

MARKETING AND DISTRIBUTION

A grant was awarded for the purpose of developing an annotated bibliography of distributive education materials, to serve as one basis for curriculum decisions in the development of distributive education curricula. Personnel from seven States were involved in the review and evaluation of annotated materials, and as a result - a 695 page, two volume annotated bibliography was developed. Copies were disseminated to the 50 State departments of education, to local education agencies as requested, to every distributive education teacher and every State supervisor for distributive education.

A project begun in 1973, is designed to prepare two resource guides, for the inclusion of the marketing and distribution occupational cluster within the framework of career education. One guide provides a general conceptual framework for curriculum development in marketing and distribution. The other includes all aspects of a curriculum presentation for exploratory experiences in the middle school years. Fundamental to the development of materials for this project is the review of literature, programs, projects, and the U.S.O.E. occupational taxonomies relating to career and distributive education.

Guides in draft form were presented to a national conference of 100 educators for further inputs from the field. Before printing and dissemination, field tests will be conducted in three different settings and will involve integration with other occupational exploration materials or in-depth exploration.

MANUFACTURING

The purpose of the Manufacturing cluster project is to develop a nationally applicable, high school level curriculum for use at grades 9 and 10, 11 and 12 in the manufacturing occupations. The project uses an integrative model which delineates manufacturing functions, processes and products and provides a useful design for teaching manufacturing at the four successive phases of career education. It represents a synthesis of vocational, industrial arts and general education and also involves working relationships between education and industry.

Teaching guides include learning activities, learning objectives, materials/media, and means of evaluation as well as guidance information. Student resource manuals are designed for the exploratory and preparation levels and provide preparation for job entry, postsecondary training, or higher education. The manuals also include means for student self-assessment.

The materials have been field tested at five sites and final teaching guides and student resource materials should become available in 1975.

PUBLIC SERVICES

The Public Service cluster project includes a national search for exemplary public service programs and instructional materials; development of teacher's guides for the four phases of career education; pilot testing of these guides; preparation of an articulation component between senior high and postsecondary institutions; and the development of a "coordinator's implementation guide" for use by local school district staff.

The public service occupations cluster was divided into eight sub-clusters and a "common core" was established for content material found to be common across the full cluster. There is a set of guidelines for an exploratory program at the junior high school level as well as materials applicable to more specialized study in each of the sub-clusters. These materials have been field tested at eight locations, including California and New York and have involved nearly 5,000 students. In addition, the project has established liaison channels with over 80 organizations and groups and has involved over 500 individuals from 21 States in its development and implementation.

In fiscal '74, a contract was awarded for the development of a series of films and related print-based instructional materials on the common core materials in the Public Services curriculum development project. The films are designed for delivery by cable TV to provide occupational instruction in the home.

PERSONAL SERVICES

A proposal was funded in FY '74 for curriculum development in the Personal Services area. The purposes of this project are to determine: the state-of-the-art, specific bases for curriculum decisions in the area; curriculum in junior and senior high school levels for occupational exploration and preparation; and to develop such modules as may be needed for developing awareness and training for the personal services occupations. All materials will be field tested at a minimum of three sites.

TRANSPORTATION

A project funded in fiscal '73 as an extension of an existing grant, was designed to produce and validate curriculum materials, student resource manuals, a teacher's guide to career orientation in transportation, and a guide directed to the transition from K-12 to postsecondary transportation occupations education. Curriculum development of Phase II and postsecondary articulation materials was planned for January, 1973 to June, 1974. Pilot testing of Phase III and IV materials was planned for the 1973-74 and 1974-75 school years, and pilot testing of the Phase II and postsecondary materials was projected for the 1974-75 school year. The period from June, 1975 to December, 1975 will be used for revision, updating, and preparing materials for final publication through a commercial publisher.

The project has generated a great deal of interest in this new occupational cluster. Material from the teacher's guides has been adapted and used in an information booklet, "The Sky's Not the Limit for a Career in Transportation." Articles have appeared in several professional journals. A secondary and postsecondary consortium for transportation education in the San Francisco area has been formed as a direct result of this project.

MARINE SCIENCES

In FY '74, a project was funded for the purpose of determining the state-of-the-art of marine science education and the resultant implications for future educational programs and curriculum decisions related thereto in the context of the career education theme. The general objective of this project is to develop a publication tentatively titled Career Education in Marine Science Occupations--Guidelines for Curriculum Development in Grades K-14.

LEGISLATIVE HISTORY OF CAREER EDUCATION

On August 24, 1974, Public Law 93-380, the Education Amendments of 1974, received Congressional approval. Section 406 of PL 93-380 refers directly to Career Education and for the first time authorizes monies ($15,000,000) to support the provisions of the Act with regard to Career Education activities.

The specific purposes of Section 406 are to:

1. Develop information on the needs for Career Education of all children.
2. Promote a national dialogue on Career Education designed to encourage each State and local educational agency to determine and adopt the approach to Career Education best suited to the needs of the children served by them.
3. Assess the status of Career Education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex.
4. Provide for the demonstration of the best of the current Career Education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to Career Education.
5. Provide for the training and retraining of persons for conducting Career Education programs.
6. Develop State and local plans for implementing Career Education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for

gainful or maximum employment and for full participation in our society according to his or her ability.

Section 406 then continues to establish an Office of Career Education and a Director. In sub-section (d) it enumerates the meanings of Career Education as used in this legislation. Sub-section (e) directs the Commissioner to conduct a survey and assessment of the current status of Career Education programs, projects, curriculums and materials in the United States including recommendations by the Advisory Council on Career Education which sub-section (g) creates.

Sub-section (f) indicates that under this authorization grants can be made to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations to support projects to demonstrate the most effective methods and techniques in Career Education and to develop exemplary Career Education models (including models in which handicapped children receive appropriate Career Education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs).

In essence, then, PL 93-380 does not authorize a program of general assistance to Career Education across the nation. Rather, it is intended to establish a vehicle for the orderly development of Career Education and the full exploration of its ramifications before providing programs of large scale operational support. This intent is supported by the Senate conferees on the Bill who stated that Section 406 seeks:

> ...the further development, articulation, and clarification of such concepts and definitions as may exist and to gain some consensus and acceptance in the field of such concepts,

> definitions or alternatives as may further the purposes of this section in preparing all children and youth for full participation in the society in which they are to live and work.[43]

Many of the proponents of Career Education would have preferred that sufficient monies be made available in PL 93-380 to fund local programs fully. Indeed, some advocates of Career Education have suggested that Career Education should receive 10 percent of the Federal budget for education or roughly 3.3 billion dollars. The Office of Career Education in U.S.O.E. has taken a more modest stance under the assumption that many of the needs of Career Education can be provided for under existing Elementary and Secondary Education legislation or under continuing provisions of other legislation identified elsewhere in this section. Under such premises, the Office of Career Education has estimated the probable amounts of Federal dollars required given an examination of the various components for effective Career Education combined with a set of assumptions about the present status and need of these components.

It is fair to note that the tack taken by PL 93-380 does not preclude dealing with the areas specified as priority needs by the Office of Career Education nor is it inconsistent with the focus of the funding of Career Education since 1971. As a matter of necessity, Federal support has come largely from a variety of sources in the U.S. Office of Education. On balance, the monies available have been limited to research and development or staff training, emphases which PL 93-380 continues. The following indicates the Federal programs and sources contributing to Career Education since 1971 and the focus of each.[45]

---

[43] Committee on Labor and Public Welfare. Report of the Committee on S. 1539. Washington, D.C.: The Committee, March 28, 1974. Pp. 74-76.

Education of the Handicapped Act of 1970, P.L. 91-230		
Part B	Aid to States Program	Provides direct assistance to States for counseling and a variety of Training Placement Programs for the Handicapped. Inservice training for paraprofessional and professional personnel.
Part F	Media Services and Captioned Films	Promotes procedures and distributes educational films and other media for use with handicapped or persons involved in the training or employment of the handicapped.
Education Professions Development Act of 1967, P.L. 90-35 Part A Section 504(a)	Attracting Qualified Persons to the Field of Education	Encouragement of talented youth, and persons qualified in other professions or vocations to undertake teaching or related assignments for a limited time.
Part D	Improving Training Opportunities for Personnel Serving in Programs of Education other than Higher Education	Provides for advanced training and retraining for teachers in preschool, K-12, and separate vocational education programs or to supervise or train persons so serving.
Part E	Training Programs for Higher Education Personnel	Provides assistance to institutions for costs incurred thru preservice and inservice training or study for personnel serving or preparing to serve as teachers, administrators or specialists in an institution of higher education. Establishes or maintains fellowships not otherwise covered in the NDEA legislation. Provides for seminars, symposia and conferences conducted by the institution.
Part F (Section 553,554)	Training and Development Programs for Vocational Education Personnel	Training or retraining of vocational education personnel and to familiarize teachers with new curriculum materials.

---

[45] The Office of Career Education. Career Education: Programs and Progress. Washington, D.C.: The Office, April, 1974.

Elementary and Secondary Education Act of 1965, P.L. 89-10		
TITLE III	Supplementary Educational Centers and Services	Supports a small number of career education services for the handicapped.
TITLE III (Section 306)	Supplementary Educational Centers and Services Special Programs and Projects	Supports a small number of career education projects in local school systems.
Higher Education Act of 1965, P.L. 89-329, as amended		
TITLE III	Developing Institutions Program A. Basic B. Advanced	Provides staff training, curriculum development, and administrative support for developing two and four year institutions.
TITLE IV Part D	Cooperative Education Program	Provides students in institutions of higher education with career education and exploration opportunities thru alternating periods of academic study and off-campus employment.
Manpower Development Training Act of 1962, as amended. P.L. 87-415	National Programs and Services	Projects support career education thru manpower development activities. At this time, however, only one project is designated as a total prevocational career education effort for parents and children in urban communities.
Vocational Education Act of 1965, as amended 1968, P.L. 90-576		
Part C	Research and Training in Vocational Education	Supports research and development programs judged to be of national significance in grades K thru adults.
Part D	Exemplary Programs and Projects	Supports the development and demonstration of Career Education in K-14, and dissemination thru information systems.

Part I	Curriculum Development in Vocational and Technical Education	Supports the development of transportable curricula within the framework of the OE Clusters.
Programs Funding Other Projects of Interest to Career Education Practitioners		
Adult Education Act of 1966, as amended, P.L. 91-230		
Section 309	Special Experimental Demonstration Project and Teacher Training in Adult Education	Supports career orientation, exploration and specialization for educationally disadvantaged adults. Demonstration Projects may be administered by States, local or private educational agencies or businesses, industry or any combination of the above.
Education of the Handicapped Act of 1970, P.L. 91-230		
Part E	Research in the Education of the Handicapped	Among other activities, supports research activity in career education and vocational education for the handicapped.
Education Professions Development Act of 1967, P.L. 90-35		
Part F (Section 552)	Leadership Development Awards	Provides fellowships for graduate study in vocational education to improve the vocational education leadership of the Nation.
Elementary and Secondary Education Act of 1965, P.L. 89-10		
TITLE VIII	Dropout Prevention Program	Supports comprehensive dropout prevention programs which include a variety of career activity and components such as work-study, curriculum development related to clusters.

Vocational Education Act of 1963, as amended 1968, P.L. 90-576		
Part B	State Vocational Education Programs	State Formula Grants. Supports on-going vocational-technical programs, 9 thru adult, including teacher training.
Part F	Consumer and Homemaking Education	State Formula Grant. Supports on-going efforts within States to improve consumer and homemaking education.
Part G	Cooperative Vocational Education Programs	State Formula Grant. Supports on-going efforts within States to improve and expand cooperative work-study programs.
Part H	Work Study Programs for Vocational Educational Students	State Formula Grant. Supports on-going efforts.
Section 102(b)	Special Set-aside for Disadvantaged	Provides for Vocational Education programs for persons having academic or socioeconomic handicaps which prevent them from succeeding in a regular vocational education program.
----------	Education of the Gifted and Talented	Supports activities aimed at meeting the career education needs of the gifted and talented.

Some of these funding sources for Career Education will continue in parallel with the support available under PL 93-380. Other sources, particularly those under the Vocational Education Amendments of 1968, will be phased out or be redirected with the termination of this legislation in June 1975 and its continuing resolution in 1976.

In essence, then, while PL 93-380 makes Career Education the "Law of the Land" it does not pull together into one piece of legislation all the legislative provisions currently related to Career Education. Indeed, there are also other pieces of manpower, noneducation, legislation related to Career Education which have not typically been so considered. The current prime example is the Comprehensive Employment and Training Act of 1973 (PL 93-203). Section 101 of CETA provides for:

> (2) assessment of the individual's needs, interests, and potential in the labor market and referral to appropriate employment, training, or other opportunities
>
> (3) orientation, counseling, education, institutional skill training to prepare the individual to enter the labor market or to qualify for more productive job opportunities

It would appear that CETA provisions are highly compatible with Career Education elements and could extend such opportunities to large segments of the adult population. In all likelihood other such legislation will emerge to complement Career Education efforts in either specific or comprehensive ways.

Early Precursors of Career Education Legislation (1960-1970)

The above section has identified the substance of PL 93-380 and those pieces of legislation which have provided funding for Career Education since 1971. However, it might also be useful to the reader to review legislation and legislative intent beginning in 1960 which lay a historical base for Career Education legislation. The following material is abstracted primarily from Herr's chapter in Vocational Guidance and Human Development.[46]

The United States entered the 1960s in a climate of unemployment. Unemployment in the third post-Korean War recession exceeded 8.1 percent (unadjusted for seasonality in February 1961), causing it to become a key public issue for the first time since the 1930s. The focus of intensive debate was whether the cause of unemployment was slow economic growth and a deficient rate of job creation or inadequate skills in an economy of abundant but high level employment opportunities.

---

[46] Herr, E. L. Manpower Policies, Vocational Guidance, and Career Development. In Vocational Guidance and Human Development (E. L. Herr, Ed.) Boston: Houghton Mifflin, 1974.

When President Kennedy entered office in January 1961, he was apparently convinced that he had to face the high level of unemployment and poverty, which he believed to be one of the most serious domestic problems facing the nation. Apparently influenced by Harrington's The Other America,[47] which dramatically portrayed the plight of the poverty stricken in the midst of affluent America, one of Kennedy's initial actions, designed to alleviate unemployment, was to direct the Secretary of Health, Education, and Welfare to appoint a panel of consultants on vocational education. He also instituted the process of creating a variety of laws which came to be known as "antipoverty" in their focus upon the severe socioeconomic problems of large segments of the population.

In 1961 Congress passed the Area Redevelopment Act (ARA), which was concerned with the concentration of unemployment in economically depressed areas and the importance of attracting new sources of jobs to such areas. It also pioneered the use of direct Federal funds for the occupational training of eligible unemployed persons residing in economically distressed areas. In 1962 the Manpower Development and Training Act (MDTA) was passed in an effort to provide assistance to those who were actually or potentially victimized by automation. Initially this legislation was directly targeted on the needs of semiskilled workers who, while still part of the labor force, were in danger of experiencing skill obsolescence. Originally this legislation did not address the special needs of drop-outs, out-of-school youth, or older unskilled workers from economically disadvantaged backgrounds. However, as experiences with implementing the Act unfolded, it became clear that each of these groups experienced some difficulties peculiar to their characteristics and that planners needed to incorporate such differences in their programs.[48] Thus, amendments to the MDTA of 1962 attended to the needs of special problem groups in the society and also introduced the importance of providing counseling and placement activities as major components of programs. It had become obvious that people being retrained or being taught occupational skills needed the opportunity to relate these to their self-attitudes, changes in personal habits, emotional responses to life situations, attitudes toward work, experiences in planning, and transition to new jobs.[49] These were conceived as areas to which vocational guidance and counseling, including evaluation and placement, could respond. Manpower Development and Training Act amendments also supported an outreach dimension as part of counseling services. While principally focused upon recruitment of eligible persons for participation in training programs, this legislation stimulated awareness that vocational guidance and counseling services needed to be active and mobile in seeking appropriate clientele, rather than passively awaiting clientele to come for services. Thus, though manpower training was initially conceived as a relatively simple solution to an immediate and presumably correctable problem, neither the problem nor the solution has been simple.

---

[47] Harrington, M. The Other America: Poverty in the United States. New York: The MacMillan Company, 1962.

---

[48] U.S. Department of Labor. The Manpower Report of the President. Washington, D.C.: U.S. Government Printing Office, 1966.

[49] U.S. Department of Health, Education, and Welfare. Manpower Development and Training Programs. Prevocational Exploratory Programs in Manpower Development and Training. Washington, D.C. U S. Government Printing Office, 1970.

Aligned with the objectives of the MDTA was the Economic Opportunity Act (EOA) of 1964. While the MDTA had focused on the occupational training needs of family heads by providing classroom drill or on-the-job training in the immediate geographic area of the participants, EOA took a different stance. Focusing on both the young and the old from impoverished backgrounds, it created programs tailored to the rather different needs of these two groups. Under its aegis, programs implemented for the young included the Job Corps, the Neighborhood Youth Corps, VISTA, the Special Impact Program, and the Head Start Program. These programs dealt with such problem areas as the preschool child who needed basic language and academic enrichment as well as nutritional supplement, the adolescent who needed part-time work opportunities to provide sufficient remuneration so that he could remain in school, and the out-of-school youth who needed to break out of the habits and attitudinal patterns of his neighborhood while being trained for occupational opportunities. For older unskilled or illiterate workers the EOA supported adult basic education classes, work experience programs and various forms of special training; these latter opportunities were included first in the Community Work and Training Program and later in the Community Action Program. The EOA of 1964 clearly considered education in all its forms as a first-line weapon against poverty. The 1966 Amendments to the EOA added Operation Mainstream, which stimulated jobs on behalf of rural conservation and beautification efforts, as well as the New Careers Program, which stimulated national thinking about the creation of certain types of subprofessional jobs, career ladders, and differentiated staffing. The EOA has given attention to direct aid for migrant and seasonal farm workers. By 1970 Adult Basic

Education (ABE) programs were available in thirty-six states, providing assistance in language skills, mathematics, consumer education, and prevocational training. Also available are the Migrant Compensatory Education Program (MCEP), combining education and social services for school age students and their families, and the High School Equivalency Program (HEP), conducted at colleges and universities for migrant youth.[50]

Guidance concepts pertinent to such areas as planning and the development of a positive self-concept permeated many of the programs sponsored under the EOA. Indeed, following close upon the experience of the MDTA programs, programs were planned to deal with both the affective and the skill development dimensions requisite to employability.

At this point, then, it must be recognized that much of the legislation enacted during the early and middle 1960s, while oriented to needs for vocational counseling, upgrading employment skills, and positive attitude formulation, was focused on nonschool agencies. These pieces of legislation cast doubts that the formal educational structure and school counselors were able to function effectively with other than college-bound academic students. Yet throughout this period there was a pervasive awareness that the occupational structure was changing in such a way as to require more dependence upon formal education, not less; an awareness that manpower supply and its quality is intimately linked with the character of education provided.[51]

---

[50] Scarth, P. Migrants, Education of Adults. *The Encyclopedia of Education*. Vol. 6. New York: McMillan Company and Free Press, 1971. Pp. 364-368.

[51] Venn, G. *Man, Education, and Work*. Washington, D.C.: American Council on Education, 1964.

One of the major responses in the early 1960s directly focused on the schools was the Vocational Education Act of 1963. As indicated earlier, President Kennedy had appointed a panel of consultants on vocational education soon after he took office in January 1961. The report of the panel in 1962 emphasized two broad factors: (1) vocational education's lack of sensitivity to changes in the labor market and (2) its lack of sensitivity to the needs of various segments of the population. In addition, the panel stressed the need for school counselors who "have exceptional understanding of the world of work and its complexities. What is obviously needed is a counselor who meets all the requirements of a professional background in pupil personnel services and who at the same time is a specialist in occupational information, vocational guidance, and counseling."[52] Most of the specific recommendations for change in vocational education and its ancillary dimensions were incorporated into the Vocational Education Act of 1963.

The Vocational Education Act of 1963 continued the support of agricultural subjects, home economics, distributive occupations, trade and industrial occupations, business and office education, as well as practical nursing as these had been defined by the Morrill Act of 1862, the Smith-Hughes Act of 1916, and the George-Barden Act of 1946. In addition, the Vocational Education Act of 1963 gave a significant push to work-study programs, residential schools, area vocational education programs, and general education as it could be tied vaguely to specific needs in vocational education. Further, the Act specifically stated that vocational guidance and counseling were to be provided to students enrolled in vocational courses and those planning to enroll. In a fairly dramatic extension of the clientele typically served by vocational education, the 1963 Act explicitly identified four groups for whom federal funds could be expended. They included: (1) persons who attend secondary schools, (2) persons who want to extend their vocational education beyond the high school level and such persons who have left high school before completion but are available for full time vocational education before entering the labor market, (3) persons already in the labor market and needing further training to hold their jobs, to advance in their jobs, or to find suitable and meaningful employment, and (4) for the first time, persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. Of further significance was the Act's expectation that resources of vocational educators and of the state employment services were to be combined in determining labor market needs and placing vocational graduates.

---

[52] U.S. Department of Health, Education, and Welfare. Panel of Consultants on Vocational Education. Education for a Changing World of Work. Washington, D.C.: U.S. Government Printing Office, 1963. Pp. 206-214.

The emphasis in this legislation upon vocational education's responses to the needs of people was reflected in the observations of a national vocational education review task force which stated that, "the most important change between 1917 and 1963 was the conceptual shift of emphasis from the needs of employers for skilled labor (The Smith-Hughes Act) to skills needed by people to assure their own welfare (The Vocational Education Act of 1963)." The notion that this legislation also reflected dramatic shifts in social and occupational characteristics was identified by another national group, which put its observations in the following fashion:

> In 1963 Congress gave fundamental and philosophical attention to vocational education for the first time since 1917. The immediate motivation was high unemployment among untrained

> and inexperienced youth. However, a long run impetus was provided by the growing importance of formal preparation for employment in an increasing technical and sophisticated economy.

During essentially the same time span as the creation of the Vocational Education Act of 1963 other significant legislative events also were occurring. In 1964 Title V-A of the National Defense Education Act (NDEA) of 1958 was amended. Originally this legislation responded to the general miasma attending the Soviet launching of Sputnik in 1957, which generated serious questions about the focus and the quality of American education. With an emphasis on strengthening science education and identifying gifted students who might be encouraged to pursue careers in that field the NDEA legislation provided funds for establishing and maintaining testing programs, as well as for training and employing school counselors. However, by 1964 the initial, fairly restrictive interpretation of NDEA, V-A, as serving only the identification, recruitment, and encouragement of able students had been dampened and the impact of the legislation broadened. Specifically, the 1964 Amendments encouraged funding of counseling and guidance activities not only in the secondary schools but also in the elementary schools, public junior colleges, and technical institutes.

Such modifications in legislative intent and funding created several possibilities. One was that, for the first time, effective models of guidance programs which could be developmentally focused from kindergarten to grade twelve or beyond seemed to be stimulated. Secondly, such structural possibilities provided encouragement to guidance services being seen as comprehensive in the range of services they provided. Thirdly, with increasing numbers of school counselors being trained and available at the different educational levels, it was possible to plan for counselor pupil ratios at a level which permitted counselors to serve not just remedial and adjustive needs but developmental needs as well. Indeed, by 1969 the counselor-pupil ratio at the secondary level had changed from 1 counselor for every 960 students in 1958 to 1 counselor for every 450 students. These certainly did not represent ideal ratios (defined by many spokesmen as 1 to 250 or 300), but significant progress had occurred in this area. With the implementation of elementary school counselors and other changes made possible by 1964, initial attempts to inform and advise elementary school children about future educational and occupational opportunities available to them were begun--an area to which little thought had been given in 1958. While not all of these possible ramifications of the amendments of 1964 have become realities generally distributed across the country, they stimulated model building and theory generation in many forms. The 1964 amendments to NDEA also reaffirmed that in the original legislation the phrase "identification and encouragement of able students" was not meant to be a categorical distinction pertinent only to college-bound students. Rather, it was emphasized that a major intent of the NDEA legislation was for guidance and counseling programs, "(1) to help students, directly and through their parents and teachers, to achieve educational and career development commensurate with their abilities, aptitudes, interests, and opportunities."

In 1969 the federal funding support provided for guidance and counseling was incorporated into the amendments to the Elementary and Secondary Education Act (ESEA) of 1965. Under the title "Supplementary Educational Centers and Services; Guidance, Counseling, and Testing," guidance support from Title III, ESEA, and Title V-A, NDEA, were combined into a single authorization. The original legislation, the Elementary and Secondary Education Act of 1965, was probably the most comprehensive piece of education legislation conceived to that time. Under its five titles, aid was included for disadvantaged children in schools in poverty areas, for library resources, for supplementary educational centers, for a national network of educational laboratories, and for the improvement of state education agencies. In Title I (disadvantaged children) and Title III (supplementary educational centers), the provision of counseling and guidance services, while not the emphasis of the titles, were designated as areas for support. The effects of including guidance and counseling in these titles was a spur to elementary school counseling, particularly in terms of outreach, parental contacts, and work with inner-city children. At the secondary level several demonstration centers provided, among other emphases, guidance services related to vocational counseling, career exploration programs in conjunction with the community, and tentative steps toward planning programs of career development. The latter guidance activities reflected the intent of Title III of the ESEA legislation, which was to demonstrate the feasibility of innovations in a local context. In this sense, Title III represented educational "risk capital" for facilitating pilot projects, establishing or expanding innovative and exemplary guidance and counseling programs and projects for the purpose of stimulating the adoption of new programs, as well as establishing, maintaining, and improving programs of guidance and counseling services and activities, especially through new and improved approaches.[53] Many of the locally developed ESEA III projects had foci pertinent to vocational guidance and career development, but since these were not the specific intent of this portion of the Act, the number and comprehensiveness of them was restricted. Even so, they represented thrusts to be expanded upon or used as important reference points following passage of the Vocational Education Act Amendments of 1968, which will be discussed shortly.

---

[53] U.S. Office of Education, Bureau of Elementary and Secondary Education. State Plan Administrator's Manual, Title III, Elementary and Secondary Education Act. Washington, D.C.: The Office, 1971. p. 49

As indicated previously, Title V-B of NDEA had supported directly the preservice preparation of school counselors while Title V-A had provided for support in the development and maintenance of local programs of guidance, counseling, and testing. When NDEA, Title V-A, and ESEA, Title III, were combined, the continued funding emphasis on preparing counselors was covered principally by the Higher Education Act Amendments of 1968. Title V of this Act was entitled Education Professions Development. Fundamentally, the intent of these legislative actions was to improve the "qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools (including preschool and adult and vocational programs) or post-secondary vocational schools or to supervise or train persons so serving.[54] Part D (Improving Training Opportunities for Personnel Serving in Programs of Education other than Higher Education) provided for "programs or projects to train or retrain other educational personnel in such fields as guidance and counseling (including occupational counseling). In terms of these laws guidance and counseling personnel were considered part of the critical shortage of adequately trained educational personnel and representative of a career in a field directly related to teaching in elementary and secondary schools.

---

[54] U.S. Office of Education, Bureau of Educational Personnel Development. The Preparation of Proposals for Educational Personnel Development Grants, 1968, 1969, 1970. (Part C and D, Education Professions Development Act of 1967). Washington, D.C.: The Office, 1967.

At this point it is necessary to return to the legislation more explicity focused on the vocational aspects of education or guidance. Even though the Vocational Education Act was passed in 1963, it did not become operational until two years later. In 1967 a second panel of consultants (after the first established by President Kennedy in 1961) was formed to examine the current status of vocational education and in particular the impact of the 1963 Act to that time. Among other things, the panel of consultants observed that "vocational education still appears to suffer most in quantity and quality for those who need it most." They identified inadequacies in vocational education in both inner-city and suburban schools, noted its inadequacies for women and for out-of-school youth, and emphasized that too few occupationally oriented public school courses or programs were available for adults.

According to the panel, those least well served by the education and training system were individuals out of school and under age twenty. In particular, they observed that:

> Graduates of the general high school curriculum, graduates of the college preparatory curriculum who did not attend college, and graduates of the many vocational curriculums which have lost touch with the world of employment have nearly as many problems as the people labeled "dropouts."[55]

The report of the panel evidenced strong concern that counseling and guidance needed to place greater emphasis on the world of work and its requirements. These observations were consistent with other reports which were casting intense scrutiny upon counseling emphases immediately prior to the panel's formation. It was strongly proposed that the school program needed to be modified to include as a part of the course work of all students, instruction designed to acquaint them with today's world of work. Finally, it was argued that it was no longer possible to compartmentalize education into separate aspects labeled general academic, and vocational.

---

[55] Advisory Council on Vocational Education. Vocational Education: The Bridge Between Man and His Work. Washington, D.C.: The Council, 1968.

Specifically, the Report of the Advisory Council outlined a series of recommendations focused upon creating what was described as "a unified system of vocational education." The recommendations included the following:

> 1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work...
>
> 2. In junior high school economic orientation and occupational preparation should reach a more sophisticated stage with study by all students of the economic and industrial system by which goods and services are produced and distributed...
>
> 3. Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation...
>
> 4. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program...
>
> 5. Some formal post-secondary occupational preparation for all should be a goal for the near future.
>
> 6. Beyond initial preparation for employment, many, out of choice or necessity, will want to bolster an upward occupational climb with part-time and sometimes full-time courses and programs as adults...
>
> 7. Any occupation which contributes to the good of society is a fit subject for vocational education. In the allocation of scarce resources, first attention must be paid to those occupations which offer expanding opportunities for employment...

8. Occupational preparation need not and should not be limited to the classroom, to the school shop, or to the laboratory. Many arguments favor training on the job...

9. Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates...

10. No matter how good the system of initial preparation and the opportunities for upgrading on the job, there will always be need for remedial programs...

11. At every level from the elementary school through the post-secondary, adult and remedial programs there will be those with special needs as defined by the 1963 Act. For both humanitarian and economic reasons persons with special needs deserve special help...

12. Many communities are too small to muster sufficient students for a range of occupational offerings broad enough to provide realistic freedom of occupational choice ... residential schools may be appropriate in these situations...

13. The public system for occupational preparation must be supported by adequate facilities and equipment, buttressed by research and innovation, and by the preparation and upgrading of competent teachers, counselors, and administrators...

14. The system of occupational preparation cannot operate in a vacuum. Data must be made available on public and private training opportunities to eliminate undesirable duplication.[56]

In essence, these recommendations were translated into legislation in the Vocational Education Act Amendments of 1968, which as reported elsewhere in turn provided the foundation for "career education."

Fundamentally, the 1968 Amendments to the Vocational Education Act significantly expanded those portions of the 1963 Act which charted new directions for vocational education and the populations which it should serve. More significantly, the 1968 Amendments began the process of converting into programs the many concepts that had been generated from the 1962 panel through the subsequent panels and reports up to 1968.

---

[56] Ibid.

The 1968 Amendments to the Vocational Education Act reasserted the importance of expanded efforts in research and training with emphasis on the development of new career programs, residential schools, rehabilitation of special needs groups, particularly the disadvantaged and the physically handicapped, cooperative programs, and work-study programs. The amendments strongly advocated curriculum development and the initiation of exemplary projects pertinent to vocational education and its many ancillary components, including guidance and counseling. In this latter thrust, it was emphasized that new ways of conceptualizing vocational education needed to be found beyond the traditional lines of identification: agriculture, trade and industrial education, distributive, office occupations, and the health areas.

The 1968 Amendments also supported an expanded concept of guidance and counseling to include services which facilitate job choices and job placement. Inherent in both of these conceptions was an emphasis on needs for prevocational activity extending into the elementary school. These perceptions were clearly congruent with and influenced by rising knowledge, theory and research in career development.

Outlining the necessities for interrelations between vocational guidance and vocational education spurred by the 1968 VEA Amendments, Law suggested three propositions:

1. Career guidance and orientation is needed by everyone.
2. Vocational guidance needs a regular place in the school curriculum.
3. There can be no satisfactory program of vocational guidance without vocational education.

He contended further:

> If the vocational guidance program were longitudinal, a continuing process, as it has been described in career development theory, there would be an ample opportunity for an individualized program. From a common core of group activity, individual students would move toward the development of occupational knowledge, concept of self, and vocational competence in any variety of ways, largely determined by each person's qualities and drives.[57]

Law's succinct summary captured the essence espoused by a rising crescendo of voices in the ranks of vocational education, vocational guidance, and manpower agencies during the late 1960s.

One of the components of the Vocational Education Act Amendments of 1968 which provided a stimulus to moving toward such goals as are implicit in Law's observations was Part D, the Exemplary Programs and Projects section. Analogous to the intent and function of ESEA, III, Part D of the Amendments provided risk capital to finance innovative practices pertinent to those outlined in the 1968 Advisory Council on Vocational Education and as indicated previously in this paper was instrumental in stimulating the original demonstration models which developed early Career Education concepts.

In sum, the legislative pieces cited here suggest that PL 93-380 was part of an evolution in legislation which began in the early 1960s to address the problems and propose the elements now responded to by Career Education.

---

[57] Law, G. F. Vocational Curriculum: A Regular Place for Guidance. American Vocational Journal, 1969, 44, 27-28, 60.

MAJOR NATIONAL CONFERENCES INFLUENCING CAREER EDUCATION

One of the most significant endeavors undertaken by the U.S. Office of Education, by the National Institute of Education, or by national professional organizations is the sponsorship of major conferences dealing with Career Education. Such meetings bring together influential persons to consider, deliberate and share concepts of Career Education and they typically also leave records (proceedings) which influence national policy. The following sections detail the major national conferences which have been held since 1971

It is not possible to specify how directly these conferences have influenced national policy or action in behalf of Career Education but the perceptive reader will note that several of the recent conferences have in fact responded to recommendations generated in earlier conferences. It is also apparent that many of the activities undertaken by the U.S.O.E. and N.I.E. since 1973 include emphases which have been recommended in various national conferences. The direct linkage between conference recommendations and specific Federal actions, however, remain a topic of conjecture.

FIRST NATIONAL CONFERENCE ON NEW DIRECTIONS-NEW PROGRAMS-NEW PROFESSIONS
CONFERENCE SPONSORED BY THE AMERICAN ASSOCIATION OF
STATE COLLEGES AND UNIVERSITIES
WASHINGTON, D.C.
October 11-13, 1971

Participants and Processes

Representatives of the 289 AASCU institutions, officials of Federal government agencies, representatives of professional associations and of educational organizations convened to consider the nation's rising manpower needs in a number of new career fields: education, environment, health, welfare and community service, justice, library and information services, government and public service. Participants also discussed ongoing government programs and ideas for future programs. Finally, discussion and planning was directed to ways by which AASCU institutions can redirect existing resources to better meet new priorities.

For each new career area, workshops were held for the exchange of ideas and problem-solving regarding curriculum and program development. Several presentations were made in general sessions to the participants. These included:

Ugly Idealism in Education -- W. Willard Wirtz
Instructional Systems for the Emerging Careers -- Philip R. Teske
Impact of the Professions and Accreditation on Career Education -- Jerry W. Miller
Educational Response to Manpower Needs -- Robert M. Worthington
National Manpower Needs for the 1970s -- Harold Goldstein
Government as a Manpower Consumer -- Edward A. Schroer
The Impact of Career Development Thinking on Manpower Planning and Programming -- Charles W. Fotis
Manpower Implications of Change -- Herbert E. Striner
Social, Cultural and Economic Effects of Change -- Robert L. Barre

Outcomes

Conference proceedings were published under the title, Today's Education for Tomorrow's Jobs. The proceedings included copies of the presented papers as well as work group recommendations regarding each of the new career areas.

THE AMERICAN VOCATIONAL ASSOCIATION CONVENTION
PORTLAND, OREGON
December 1971

Participants and Process

Preceding the American Vocational Association (AVA) Convention of December 3-8, 1971 in Portland, Oregon, the AVA convened a task force to develop a preliminary draft of AVA's concept of Career Education and to suggest the course for leadership in this movement. Each of the ten vice-presidents of AVA were asked to nominate eight AVA members to represent their divisions, and the National Association of State Directors of Vocational Education and the National Council of Local Administrators were requested to nominate ten members to represent each of these organizations. In addition, the Conference of Officers of Affiliated State and Territorial Associations was asked to participate by sending its officers. The resulting task force of approximately 100 persons constituted a broad spectrum of educational representation.

The results of the task force deliberations were summarized and refined by a small subcommittee of the task force, then presented to the First General Session at the AVA Convention in Portland, Oregon, and subsequently to each division and departmental meeting held during the convention. As a function of this process, a statement emerged which has undergirded the AVA position in Career Education since that time.

Outcome

The Task Force prepared a report which has been provided below. This report elaborates a concept of Career Education supported by AVA as well as an analysis of four major issues effecting Career Education: leadership of career education, financing of career education, the role of vocational education in career education, and the role of AVA in communications.

AVA Task Force on Career Education, December 2, 1971, Portland, Oregon

Task Force Report

The AVA Task Force on Career Education was composed of 100 national vocational education leaders, representing selected groups and organizations affiliated with AVA. The Task Force met on December 2, 1971, for the purpose of formulating a recommended position for AVA on career education. To facilitate the work of the six Task Force study groups, papers were presented and the study groups made recommendations regarding the position that AVA should take on career education concepts and issues. Recommendations from the Task Force study groups were synthesized and this report on career education prepared.

This document is intended to serve as a basis upon which the AVA membership can formulate recommendations regarding the AVA position on career education. Hopefully, the dialogue stimulated by this document will lead to an AVA program of action to implement career education.

A Concept of Career Education

Career education is needed by and intended for all people. It is a people-oriented concept which is responsive to public demand for both relevance and accountability. It is a lifelong process which extends from early childhood through adulthood. Career education is based upon the premise that all honest work and purposeful study is respectable. All types of occupations and all levels of occupational endeavor are contained within its parameters.

Career education provides for the focus of the educational system upon career development, thereby expanding options for individuals and helping them achieve self-determined objectives. Career education will require significant changes in the total educational program. These changes will occur only through the cooperation of all educators, helped by parents and community leaders.

Career education provides a unifying core for the total educational enterprise, with intensive occupational preparation as a significant aspect. It will evolve, over a period of time, through deliberate research, program development, and diffusion, assisted by experience gained through operational trial and error.

To be effective, career education must be comprehensive, dynamic, programmatic, and integrative. It is comprehensive in the sense that it is broadly based; dynamic with respect to its capacity to change; programmatic because it is purposeful, planned, and experience-centered; and, integrative because it draws together many aspects of the total educational program. Principal responsibility for its operation belongs to the public education system in partnership with industry, community, and home. It will be necessary to utilize the common and unique contributions of all educators and the resources of home, school, and community.

Career education accommodates individual differences through a continuous experience-centered and evaluative process which facilitates development of awareness, orientation, exploration, decision-making, and preparation. It results in placement and recycling of individuals on a lattice of open-career options. Career education has the capacity to permit performance-based exit from the unpenalized re-entry into the educational system by any individual. It provides for the unique and common needs of all groups and individuals.

Career education has responsibility for helping individuals develop:

Favorable attitudes toward the personal, psychological, social, and economic significance of work

Appreciation for the worth of all types and levels of work

Skill in decision-making for choosing career options and changing career directions

Capability of making considered choices of career goals, based upon development of self in relation to the range of career options

Capability of charting a course for realization of self-established career goals in keeping with individual desires, needs, and opportunities

Knowledge, skill, and attitudes necessary for entry and success in a career

Further, career education should place all participants on the next educational or occupational step and assure that all school-leavers are prepared for work.

Major Issues and Suggested American Vocational Association Positions

1. ISSUE: Leadership of Career Education

The relationship of career education to all of education can clearly be identified in the aforementioned concepts. There is an issue concerning the agencies and professional associations that can and should give the leadership to development and management of career education.

Suggested AVA Position: Career education clearly is concerned with career choice and preparation for employment; therefore, the agencies and associations providing direction to vocational education should give leadership to career education.

Administrative responsibility for career education at the national level rests with the U.S. Office of Education in an expanded and improved Bureau of Adult, Vocational, and Technical Education.

AVA should assume the leadership role and act as a catalyst by sponsoring a national forum, with broad respresentation from major educational and other related groups, in order to develop guidelines, establish legislative goals, and define the role of various programs in relationship to career education.

2. ISSUE: Financing of Career Education

New developments in education cannot be initiated without considering the additional costs of both development and implementation at the national, state, and local levels. Provision for such additional costs may come from new funds, or reallocation of existing funds. Career education will be effective to the extent that funding provides for broad vocational education programs throughout the entire life span of its clientele. At this time, the Vocational Education Amendments of 1968 provides only enough funding to pilot new developments; additional funding will be required to facilitate the changes necessary.

Suggested AVA Position: AVA should take the leadership in identifying and promoting legislation which will authorize categorical funding for all segments of career education, including vocational education. First, full funding of the Vocational Education Amendments of 1968 should be a continued goal of AVA. Additional legislation should be encouraged in order to achieve the funding levels necessary for further expansion of vocational education and the total career education program.

3. ISSUE: The Role of Vocational Education in Career Education

The placement and importance of vocational education in the total context of career education are of concern to many vocational educators. Will there continue to be visibility of present and emerging programs of vocational education which concentrate on intensive occupational preparation?

Suggested AVA Position: AVA should reaffirm a commitment to a broad definition of vocational education and should support the retention of vocational education as a significant and identifiable component of career education.

4. ISSUE: The Role of AVA in Communications

Career education is a new concept to the lay public as well as to many educators, and this includes members of AVA along with nonmembers. Should AVA assume the responsibility for communication and if so, how could this be done?

Suggested AVA Position: AVA should and must assume this responsibility. Suggested ways include:

1. Conducting institutes, for AVA members, that would provide reports about current programs of career education and develop national, state, and local leadership
2. Focusing on career education at future AVA meetings--in general sessions, in divisional meetings and departmental meetings

3. Preparing publications on career education for vocational educators, school administrators, and the lay public and providing for the distribution
4. Collecting and interpreting data in order to develop and promote career education legislation
5. Promoting a White House Conference on Career Education
6. Providing visibility within the AVA organizational structure for emerging aspects of career education

Concluding Statement

The AVA Task Force on Career Education has provided a concept of career education, stated four major issues, and suggested an AVA position which has clearly indicated necessary action.

Other issues and many questions are also identified. In the interest of brevity, these issues and questions are not stated, but they must be considered in future AVA action. (EJ050242)

THE COORDINATING CONFERENCE OF STATE-LEVEL AND LOCAL-LEVEL DIRECTORS OF CAREER EDUCATION PROJECTS FUNDED UNDER SECTION 142(c) OF PART D AND SECTION 131(a) OF PART C OF PUBLIC LAW 90-576

AIRLIE HOUSE, WARRENTON, VIRGINIA
December 17-19, 1972

Participants and Processes

Participants included 231 state-level coordinators, third-party evaluators, Part C and Part D Project personnel and observers, and N.I.E. and U.S.O.E. staff members. These persons were project personnel from 48 of the 50 States and persons sponsored by the Center for Adult, Vocational, Technical and Manpower Education (DHEW/OE), Division of Vocational and Technical Education or by the N.I.E., Career Education Development Task Force. A group of five Washington Interns in Education were also present to act as objective outside observers of the conference.

The format of the conference consisted of general sessions clarifying the Career Education concept, its applications in selected sites, career clusters, career education and minorities, information based evaluation for education, and other pertinent topics.

The participants were broken into small interest groups which dealt with the following emphases:

1. Elementary Career Education
2. Junior High Career Exploration
3. Senior High Career Preparation
4. Career Development, Guidance and Counseling
5. Placement and Follow-Through
6. Post-Secondary and Continuing Education
7. Inservice Training
8. Evaluation
9. Community Relations (Business, Industry)
10. Relationships with Total Educational Community
11. Implementing Career Education in an Urban Area
12. Implementing Career Education in a Rural Area
13. Resource Materials Center
14. Career Education Programs for Disadvantaged and Handicapped
15. Strategies for Continuing Programs after Federal Funds
16. Home-Family Relationship to Career Education
    --for each one, suggested discussion topics were listed

Following the interest groups sessions, time was allotted for participants to meet in groups by role designation for the purpose of developing recommendations and suggestions for the U.S. Office of Education staff administering the program.

Outcomes

A series of summary statements were formulated by each participant group as these represented vantage points on Career Education. These statements follow:

Summary Statement Developed at the Meeting of Project Directors of Part D Vocational Exemplary Projects

Chairperson: Mary Lovell
Recorder/Presenter: Omer K. McCaleb

First, we strongly request the U.S. Office of Education to require accountability of funded districts to continue career education programs beyond the years of Federal funding

Second, we request the U.S. Office of Education to insure an evaluation of each Part D project for a period of at least five years after Federal funding.

Third, we ask that provisions be made by the U.S. Office of Education for involving directors of formerly funded programs in subsequent national and regional meetings of project directors.

Finally, we ask that U.S.O.E. representatives take appropriate action to gain implementation of these recommendations by those in position to do so.

There were other suggestions discussed during the meeting. Among those ideas discussed were provisions for more direct involvement of teacher education colleges with career education and legal changes to permit additional funding for projects which had been funded as Exemplary Projects. Many Part D directors thought that their projects would actually be at a proper "beginning" stage as Federal funding was terminated.

These "other" suggestions were not presented as formal recommendations because they did not represent a consensus of concern by the Part D directors.

Summary Statement Developed at the Meeting of Local Projects Coordinators of Part C Research and Development Projects in Career Education

Chairperson: Joyce Dechman Cook
Recorder/Presenter: Walter Wernick

Our stage settings have been our schools and our communities. Funding for the production has been assisted by the Office of Education, with help on synopses and major themes. Scenarios were initiated by local project directors and rough scripts were acted by children, parents, educational workers and resource people.

My report is concerned with the work of the directors--specifically the local project director being funded by Part C. Today we were informed of our local play's closing date, and we were asked how we would like to use our resources up until then.

We responded by saying that we could wear Part D costumes and perform with Part D sets if only the producers could provide a sequence of funding. We said, "Don't break up the cast just yet. We are still a young company." We felt that demonstrable performance merited our high priority for continuing in our roles. In short, we have found our directing functions to be extremely necessary to the initiation of our play and the management of its varied components.

A few directors were concerned that dissemination activities might usurp needed emergence for internal development; but as our audiences increase their applause for career education as a play, we direct increasingly larger and more visible plays. Sharing our ideas comes naturally because the themes are so life-centered.

If only we could present our story via the directors without having to worry about gathering data to measure outcomes from only one section of the theatre. If only our performances, our narratives, our descriptive statements, and analyses of plot and characters, could be used as evaluative vehicles.

Evaluators on stage with us are sympathetic; they themselves know their pencil and paper tests are only one step removed from cardboard caricatures, but even their honest statements--that they wish to create new forms--are sent to the wings.

Teachers have performed many times before. Experienced teachers know that their actions are expected to lead toward an end.

What is the climactic scene? What will be shown at the final curtain?

To many of our project directors, a tragedy of major consequences lies waiting if directors are fired and real people leave the stage because no one cares especially for what they are doing. Teachers have been motivated, and they are taking on new roles with enthusiasm. What will happen when funds are stopped?

Will the play move from the theater district, from the legitimate stage, so to speak, to a living theater? Will career education be incorporated into our daily lives? Are the characters, the plot, and the audience ready for such involvement?

Part C directors are saying, "Help us by continuing the backing of our play. Give us lead-time to plan, to hire staff, and to prepare the stage. Also, arrange the funding periods so staff can be oriented during the summer, action to take place during a regular school year, and then follow-up work to be done during the next summer. Please don't fund us one day in the middle of a school month and expect immediate activity from us. We need care, too."

Although we have received notice that R&D funding under Part C for our particular efforts will not continue after this fiscal year (1973), we are confident that this is due to a reorganization in the structure of the backers of our play, and not to valid reviews of our work. We are convinced that performances of career education, so far, have been worth the cost. We have rediscovered a play, a classic drama, that audiences in a variety of educational environments have been clamoring for.

Now a personal word. I believe I speak for all project directors of Part C funds when I say we are sincerely concerned with our contemporary society's needs for the continuing development of this play. We have seen the creation of new roles, the development of characters, and the acting out of life-centered activities. We are more concerned with the living performance of our human drama and the fulfillment of our human beingness through it--than we are concerned with our personal survival as players within it.

Summary Statement Developed at the Meeting of State-Level Coordinators of Part C and Part D Projects

Chairman: Sidney C. High, Jr.
Recorder/Presenter: Daniel B. Dunham

Concern was expressed about the lack of time for interaction between State staff and U.S.O.E. staff on operational details and activities. This was partially resolved through the addition of an extra session on the last afternoon indicating flexibility in the conference design.

Several key questions asked by participants indicate that the small group topic selection was on target, but that answers to these key questions were not available for perhaps several reasons. Among the questions or areas of concern noted were these:

-- Future installation of project outcomes in pilot districts after Federal funding ceases.

-- How are State C and D efforts tying in to national model efforts especially as we move to new projects?

-- There is a need for more clearly developed guidelines for third party evaluation so there can be some consistency; and, there is a need for evaluation instrumention to assess awareness, etc., which have common elements.

-- There is a need to design more effective strategies for bringing together (at conferences like this and in other settings, such as on a regional basis) those projects focusing on products and those emphasizing processes--so they can "make some deals" with one another. These design strategies should focus on all dimensions, including information collection, feedback, and interchange among States and projects.

-- Teacher pre-service education programs need more visibility in the career education planning process.

It was agreed that the conference "stage setting" process might have done well to emphasize the responsibility of the participant to engage in substantive discussions which do not belabor minor operational details of projects, but focus on outcomes and methodologies. Such preparation might have enhanced the "participant attitude" of the group and reduce the danger of one or two persons monopolizing a discussion session.

Conference participants were made aware that there are those who don't think career education is very good and that we need to work on our efforts to answer our critics through evidence of more useful learning programs which are career development based.

The conference setting was most pleasant, and this perhaps helped to reduce some frustrations. While the conference plan was basically well designed and based upon input from practitioner/users (some of whom visibly asked for critiques by participants during the conference); participants evidenced varying degrees of frustrations, ranging from moderate to high, over the exigencies of:

-- the funding picture, present and future, at both the State and local levels.

-- the sometimes unclear relationships of the various agencies involved in these projects.

-- the situation created by a high level of expectation for sharing of strategies, outcomes, and methodologies and the apparently modest level of accomplishment of this conference objective.

Summary Statement Developed at the Meeting of Third-Party Evaluators

Chairperson: Nancy Rhett
Recorder/Presenter: Allen Lee

Evaluation models developed and utilized by Dr. Bob Morgan of North Carolina State University (Raleigh) and by Dr. Allen Lee of Portland State University (Portland, Oregon), respectively, were reviewed in some detail.

The conferees discussed many aspects of third-party evaluations (especially concerning Part C and Part D projects). Key items included the following:

1. What is the purpose of these evaluations?

   It was apparent that the purposes were many and varied, and there was some lack of agreement upon which were most preferable and legitimate. They include such as:

   A. To improve the project
   B. To improve education
   C. To orient various individuals and groups
   D. To disseminate information
   E. To save projects from disaster
   F. To train personnel
   G. To direct staff
   H. To consult and/or advise
   I. Others

2. Numerous types of evaluation and evaluator activities were discussed including:

   A. Collection of hard, quantitative data
   B. Collection of qualitative data

C. Summative evaluation and formative evaluation
D. Process oriented evaluation
E. Measurement of student achievement
F. Measurement of behavioral changes in staff, students and community
G. Objective evaluator roles
H. Vested interest evaluator roles, and "co-opting"
I. Line and staff roles
J. Cost analyses
K. Attitudinal measurement
L. Project management
M. Monitoring
N. Suggesting change and alternatives
O. Refining and identifying goals, philosophy, conceptual framework, etc.
P. Bringing about identification of short and long range goals
Q. Evaluation vs. auditing
R. Instrument development
S. Pre and post tests
T. Control groups
U. Formulating recommendations
V. Reporting
W. Sophisticated statistical analyses
X. Others

3. Some items of greatest concern included:

A. For whom does the evaluator really work? OE? Grantee? Superintendent? State Director of Vocational Education?

B. What can be done to get more adequate financing for evaluation? (Minimum for Part "D" should be $10,000 per year)

C. What can be done about orienting projects and other people who see evaluation merely as a necessary evil?

D. How can the evaluator delimit his task--in view of the fact that time and dollar limitations make it impossible to do all the evaluation activities or phases that should be done or are requested?

E. How can long term evaluation be brought about (5-10 years or more after the initial period of Federal funding)?

F. How can third-party evaluation best be coordinated with the regional office 2-day site review at the end of each funding year?

G. Both vocational and general educators need to be involved in Career Education.

H. There needs to be community involvement and project staff involvement in phases of the evaluation.

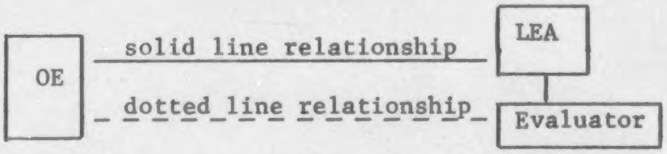
I. Blending of evaluation and consulting, directing, monitoring, advising functions elicited much comment. Some evaluators deem this blending most undesirable, while others consider it desirable. (Co-opting) (Judge-advocate).

J. Need to report evaluator findings periodically during the year.

4. Requests and Recommendations

A. We request that OE provide some guidelines to grantees regarding evaluation requirements, and preferably these guidelines should be identified by OE in consultation with representative evaluators (such as Bob Morgan and Allen Lee).

Emphasis is upon the need for OE evaluation requirements to be stipulated in the OE agreement with the grantee--and compatible with the following diagram:



B. We request that consideration be given to making provision for long range evaluation--in order that evaluations could be made from five to ten years after the end of federal funding.

C. We appreciate the involvement of evaluators in the Airlie House Conference this year, and urge this also be done in the future.

D. There is need to document the impact of OE funds upon the school, the community and education.

E. We acknowledge the excellence of this conference, and wish to compliment Dr. Sidney High, Nancy Rhett, Mary Lovell, Joyce Dechman, and Annette Miller for their fine efforts. Several conferees said this was the best conference they had ever experienced.

Summary Statement Developed by the Washington Interns in Education

Recorder/Presenter: Clifford D. Fields

The Washington Interns want to thank Dr. High, Joyce Dechman, the Conference Coordinating Committee and each of you who assisted us the past two days. This educational experience has been beneficial to all of us.

I am here only to give you an overview of the interns' reactions to sessions attended up to this point.

It is becoming increasingly clear that the higher the education level, the more difficulty experienced in implementing career education. The greatest success has been at the elementary level where subject matter orientation is less defined. Elementary teachers have training and experience in child-centered teaching and appear to accept new strategies relatively easy since they often receive ideas for change from "outside."

Change strategies become much more difficult in the upper levels (Junior High and particularly in Senior High School), where subject matter orientation dominates. Here your reactions were that this kind of change must be generated with staff and faculty cooperation. The recommended strategy must be to set guidelines for staff and support development within the school. Change imposed from outside has low probability of success.

In addition, at the senior high school level, confusion between career education and vocational education becomes much more apparent; it was suggested that the career education change strategy must be aimed at vocational programs as well as general education.

There still is much criticism of tracking. Alternatives must be developed and implemented to provide a solid education that will lead to employment. Tracking because of financial problems is inexcusable. The financial crisis in education, the growing community college campuses, and the failure of graduates to get jobs are seen as pressing the need for career education.

The special problem areas of career education are most acute and require unique solutions.

In urban areas students often come to school with poor conceptions of themselves, little knowledge of occupations, and parents at home fearful of career education and the work ethic (which to them, in most cases, connotes menial service careers regardless of potential incomes). Since shirts and ties are still seen as the symbol for upward mobility, students' aspirations must be reconciled with educators' plans to make all occupations respectable through "career education."

The same phenomenon occurs in rural-isolated areas where the question is asked about self-awareness. Many, if not most students will be moving to urban environments. Can you simulate an urban environment for rural students? Through cooperative education? (maybe--but this is not a catch all). How much success has there been in consolidating small rural counties that cannot afford career centers? The numerous problems presented by autonomous school districts must be confronted.

At the samt time, in all schools, both urban and rural, it has been indicated that the unique role of the handicapped and disadvantaged student must be clearly defined. The disadvantaged must have additional funds for supportive courses and tutors. The spectrum of skills that the handicapped can develop is just beginning to be realized; both school and business administrators must be made aware of the handicapped's potential for career training and work.

Throughout the sessions, varied and opposing opinions of the new role for guidance and counselors at all levels were voiced. The paradox is that, while the function of guidance leans toward fostering independent decision-making and is seen as essential to career education, questions are being raised about the counselors' roles and whether there is a need for them. No one seems to know the appropriate role of the counselor, either in practice or in theory.

Our observation is that placement and follow through have been virtually ignored in most instances. Interest appears low; with one possible reason being that the bulk of career project efforts have dealt with elementary and junior high school curriculums.

Another area of concern is the home, which is the first source of career training awareness, where working family members are the first source of occupational knowledge. Only a few projects here appear to have dealt with it. As voters and taxpayers, parents are the major supporters of any school program. Here again little or no effort has been made to incorporate this most important resource into action. There are a few exciting exceptions of success but most directors indicated little interest in them.

Tremendous amounts of monies have gone into inservice training at the expense of pre-service training. The success of career training will ultimately depend on the quality of teachers. To date, embarrassingly little work has gone into enlisting support for and reform of teacher training programs at the university level. There has been, in addition, little effort made for articulation of career students from vocational high schools to junior college, and from technical schools to four-year colleges and universities.

Even though evaluation is being undertaken in a serious way, it was indicated that the role of the evaluator is still ambiguous.

The continuation of programs after federal funding runs out seems to depend on several variables.

1. Involving of the community from the beginning.

2. Keeping the local community informed.

3. Making sure the project gains state and local political endorsement and support.

4. Receiving approval of the county and local superintendents, principals, teachers, chambers of commerce; and industry.

5. Selecting the projects' sites for high community leader visibility and probability of success.

The role of the Office of Education has been effective in deliberately maintaining a low profile; this has been successful in large part and the directors seem to appreciate the lack of interference since it permits local development. However, some evaluators tend to want more guidelines and direction on basic issues.

It was suggested that some thought must be given to the duration of the grant period to allow startup time by the local communities after success of the career concept has been shown.

It is the strong feeling of the interns that the success of career education programs presented here is sufficient proof that these programs by any definition work and should be continued.

The following points are presented as a record of convergent ideas, major issues, and overviews which arose during the three days:

A. The first category of issues had to do with discussion about administration of the projects and the conceptual framework which dictates the administrative strategies. It seemed to the interns that almost a "mystique" had developed within some projects that ultimately was not communicated to other educators and the community.

   1. It seemed important to the interns who observed the process that because of a lack of understanding or poor intentions, some project directors had made no moves to explain or communicate with citizens in the LEA about the value of the Career Education project. It seemed to the interns that some project directors had chosen to sublimate the problems of project refunding either at the local or federal level.

   2. In the same vein, many project directors seemed to have ignored, for one reason or another, the important matter and nature of institutional acceptance of the project. It seemed that some were still fighting the battle of convincing their school districts that Career Education projects were valuable. An undertone to the session, this feeling arose in several informal groups and also in discussions about evaluation and staff dissent.

   3. Conceptually, the failure to institutionalize the projects seemed to prevent the development of career education goals in tune with and alongside the vocational education goals of the district. Interns got the feeling that some directors had emphasized the projects in either/or terms with vocational

education rather than as sister projects in the educational system. But, the interns discussed that if one looked closely at the school districts which did de-emphasize vocational education because of career education, one would see that general education had not been affected at all by the career education project. This leads the interns to believe that few districts had conceptualized their projects effectively to deal with general education and vocational education.

4. Last, the interns felt that the level of conceptual development had not allowed the school districts to develop their own approach to the career education problems; not by intent, but simply because projects like this take more time. The school districts involved need more time to make the necessary administrative changes and ideological changes to accept a comprehensive career education project.

B. The interns discussed an issue which can best be catalogued as a concern for the staffing problems of career education projects. Not only asking what kinds of staff and what kinds of job descriptions are needed, but further, what indications from the discussions lead the interns to believe that directors do not have the right opportunities to develop competent staff.

1. Guidance and counseling by staff members was not only a central point of discussion, it was a central point of concern and disagreement. It was agreed upon by many that contemporary guidance and counseling programs were inadequate, especially in light of the goals of career education. Counselors were not exposed to the world of work, either because of their own training or because they themselves had never entered phases other than education. This does not mean that every counselor should have worked elsewhere, but it does raise the question of the nature of counselor advice, resources, and empathy with students who need adequate counseling about the world of work.

2. Secondly, the sessions and discussions did not come up with a consensus about the nature of in-service training for the staff of the career education projects. For the most part, the interns felt that this had been ignored; that people with interest were in the career education project and the project directors did not know exactly how to handle the needs of staff. In addition, the interns felt that no one suggested a method or even an approach which could be done in-house. It was mentioned that teacher-training institutions had not yet begun to attack the problem.

3. The third interface which concerned the interns was the nature of the project director, his relationships with

the staff and the project evaluator. Although this is by definition a very personal and individual thing, the interns felt that personal leadership was necessary for the project director, that it was important for him to communicate with the staff and that it was important for him to clearly define his role with the project evaluators.

C. The third major issue which concerned the interns had to do with the levels of Career Education projects. Problems at the elementary level were very different from the problems at the secondary level.

1. Elementary discussion generally rallied around the point that children in the lower grades should not be tracked. It was evident that project directors and staff also feel this way, that they are caught in the dilemma of developing viable alternatives to the projects, but at the same time, do not intend to lock children in by making them learn job categories. The area of evaluation wrestled very much with the type of work package needed to measure the success of a career education project at the lower grades.

2. At the same time, evaluation seemed simpler at the secondary level, since it could be determined either verbally or in simple observation whether there was success in the classroom and on the job as a result of education. Too, researchers mentioned that secondary students quickly became attuned to the self-image building qualities of career education. Project directors mentioned almost an overnight change in students when exposed to some sort of career education project.

D. The last major issue and overview from the conference was the question of evaluation. These sessions were very well-attended, although a quick check of participants revealed that most felt that they had no new answers to the solution of good evaluation.

1. Role confusion of the evaluator seemed to be a preoccupying problem.

   a. What is the role for the third party evaluator? What role does he/she play in terms of the staff, with the director, etc.

   b. Is the third party evaluator responsible to OE, to the project director, or the person in the Regional Office.

   c. What role does the staff play in evaluation? What is the nature of staff evaluation?

2. Secondly, there seem to be technical problems of evaluation.

   a. What is the distinction between the process and the product in the career education model?

b. How does evaluation influence the environment of the project, especially when it involves possible lay-off or loss of funds?

c. What is the relationship of the data collected to the data from other projects, either in the same States or across the country.

d. What is the nature of decision-making to the process? Is that part of the evaluation?

e. How does the director relate to the program costs of evaluation? Does he spend program dollars?

f. What is the nature of quality control across the projects and how does evaluation insure the value of that project?

3. Last, an examination of the common sense strategies of career education involved in evaluation.

   a. What about the need of outside groups?

   b. Has the project director identified the input of the team, the director, and the community?

   c. What is the value of the outside review teams in the evaluation process?

   (ED099679)

COMMISSIONER'S REGIONAL CONFERENCES ON CAREER EDUCATION
March, April, May 1972

Participants and Processes

The Maryland State Board of Education under contract from the U.S. Office of Education in turn sub-contracted with the Olympus Research Corporation and the American Association for School Administrator's National Academy for School Executives to conduct 16 U.S.O.E. Invitational Career Education Workshops throughout the nation.

The 16 Invitational Workshops were held in the following cities on the dates specified. The actual attendance at each is reflected also.

Washington, D.C.	March 1-2, 1972	106
Atlanta, Georgia	March 8-9, 1972	64

Las Vegas, Nevada	March 15-16, 1972	56
Charlotte, North Carolina	March 22-23, 1972	42
Dallas, Texas	March 22-23, 1972	59
New York City	April 5-6, 1972	67
Bismarck, North Dakota	April 5-6, 1972	67
Portland, Oregon	April 12-13, 1972	71
Phoenix, Arizona	April 12-13, 1972	29
Memphis, Tennessee	April 17-18, 1972	51
Manchester, New Hampshire	April 19-20, 1972	52
Boston, Massachusetts	April 26-27, 1972	61
Chicago, Illinois	April 26-27, 1972	67
Minneaoplis, Minnesota	May 3-4, 1972	72
Kansas City, Missouri	May 10-11, 1972	60
Denver, Colorado	May 10-11, 1972	60

Each conference included participants nominated from clusters of States contiguous to the workshop sites. The invited participants included representatives from a wide spectrum of educational, governmental, professional, lay and political groups. Typically, such groups as the AFL-CIO, Chamber of Commerce, State education personnel, public school personnel, Congress of Parents and Teachers, School Administrators were included.

The format of each conference was intended to emphasize the implications of a comprehensive Career Education system and it would provide all students with educational experiences designed to insure the development of their self-awareness, understanding of self-interests, and self-abilities and the personal, social, and economic significance of work.

In order to plan for the 16 conferences, a steering committee was formed and this was, in turn, complemented by an Advisory Committee. The latter included representatives from 27 national organizations. It was expected that the Advisory Committee would serve: (1) to form a united front in the support of Career Education at the national level, (2) to supply a list of State representatives who would attend one of the 16 workshops, and (3) to provide support for attendance at the workshop by their State membership.

Over 984 persons attended the 16 workshops and others who wished to do so had to be denied access because of the nature of the contract.

The program for each workshop included banquet speeches by known national figures, speeches by State or Regional leaders, films dealing with Career Education. Participants also received copies of such material as Career Education: A Handbook for Implementation. Following this introductory activity, each State had a planning workshop led by a facilitator so that follow-through activity would occur.

Outcomes

In addition to involving State leaders, both educators and non-educators, in planning the implementation of Career Education, a series of recommendations were provided the U.S. Office of Education relative to strengthening the movement toward Career Education. The recommendations included:

1. The key to change in the schools is the administrator. It is suggested that a five-day seminar on Career Education be conducted for chairmen of departments of school administration.
2. Teachers must also become involved in the change toward Career Education. It is suggested that a seminar be directed at Deans or departments of education or their designates. This seminar could be designed around ways these departments might teach teachers the implementation of Career Education.

3. There should be efforts made to provide support for the training of teachers responsible for implementing Career Education.

4. Support should be given to Career Education inservice programs for superintendents and other key administrators who currently hold school responsibility.

5. There is a need to compile and rewrite most of the available Career Education literature so that it can effectively be used in schools.

6. There is a need to establish a clearinghouse where school personnel might locate information on Career Education. Coordination of dissemination activities is also necessary.

7. Curriculum directors, who ultimately will be given responsibility for building school programs, should also have access to inservice training. Seminar programs could be designed around their particular needs.

8. Seminars should also be held for school board members, PTA presidents, State service clubs, etc.

9. There should be a concentrated effort to enable minority leadership to view Career Education as part of a total education and not a school option for the non-college bound.

10. There should be funding made available to the local school district for planning, inservice and the implementation of Career Education.

NATIONAL CONFERENCE ON CAREER EDUCATION
FOR DEANS OF COLLEGES OF EDUCATION
SPONSORED BY THE CENTER FOR VOCATIONAL AND
TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
April 24-26, 1972

Participants and Processes

This conference sponsored by the Center for Vocational and Technical Education, the Ohio State University, in cooperation with the College of Education, Ohio State University, and the University Council for Educational Administration was addressed specifically to Deans of Colleges of Education across the country. The format of the conference included considerable attention to clarification of the concept of Career Education. For example, the keynote address by Robert Worthington dealt with the "Emerging Role of Career Education." This was followed by delivered papers addressed to:

Implications for Career Education of Research and Theory on
  Career Education
Nature and Characteristics of Emerging Career Education Curriculum
The Emerging School-Based Comprehensive Career Education Model
Personnel Development for Career Education
Roles of Schools and Colleges of Education in Career Education
A Perspective on Career Education

The presented papers were discussed in small group sessions as well as debated by panels of Deans.

Outcomes

The outcomes appear to be a sharing among prominent Deans of Colleges of Education concepts of Career Education and their implications for teacher preparation and for education as a whole. The product is a compilation of presented papers. (ED 064498)

NATIONAL CONFERENCE ON CAREER EDUCATION
FOR PROFESSORS OF EDUCATIONAL ADMINISTRATION
SPONSORED BY THE CENTER FOR VOCATIONAL AND
TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
May 7-9, 1972

Participants and Processes

This conference was jointly sponsored by the Center for Vocational and Technical Education and the School of Education, The Ohio State University in cooperation with the University Council for Educational Administration. Addressed specifically to Professors of Educational Administration across the nation, its major emphases were on clarifying the concept of Career Education and identifying administrative problems pertinent to its implementation. Similar in format to the National Conference for Deans of Colleges of Education held the previous month at Columbus, the program consisted of general sessions, summary sessions, and group meetings to discuss the presented papers. The presented papers included:

Implications for Career Education of Research and Theory in Career Education

Nature and Characteristics of Emerging Career Education Curriculum

The Emerging School-Based Comprehensive Career Education Model

Problems in Organization and Administration of Career Education Programs

Administrative Needs and Problems in the Installation of Career Education Programs

University Council for Educational Administration and Career Education

Roles and Opportunities of Educational Administration in Career Education

In addition to these papers, a panel of school personnel engaged in major Career Education projects addressed the topic of "Emerging Problems in the Public Schools, Problems and Accomplishments."

Outcomes

The outcomes appear to be a sharing among Professors of Educational Administration of the importance of their role in the implementation of Career Education. In addition, while there were no specific recommendations coming from the Conference there was an identified set of needs important to the advancement of Career Education put forth in the presented papers which would have provided significant insights to the U.S.O.E. observers. These included: (a) competent administrative staff; (b) credibility and straight talk; (c) definition of career education; (d) clearly-defined objectives; (e) a positive image; (f) good counseling; and (g) relevant curriculum. (ED 064498)

COMMUNITY DIALOG IN CAREER EDUCATION
SAN JOSE, CALIFORNIA
CALIFORNIA STATE UNIVERSITY AT SAN JOSE
July 14, 1972

Participants and Processes

Sponsored by the U.S.O.E. and California State University at San Jose, this one day conference included 250 educators and representatives from business, industry, and civic organizations. The intent was to generate questions, suggestions, and ideas regarding Career Education. The theme of the conference was to, "Provide current information on the development and status of career education in the U.S."

The program format consisted of presented papers and ten discussion groups dealing with the following topics:

1. Career Education--Problems and Promises
2. School-Based Career Education--Discussion of the Model
3. Employer-Based Career Education Model--Aspects of the Program
4. Search for Relevancy, California Plans for Career Education
5. Industry's Commitment to Education--Investment in the Future

Outcomes

No recommendations or positions were taken at the conference. The principal outcomes included discussions of definition of Career Education and curriculum changes implied by Career Education. (ED 074238)

SIXTH ANNUAL NATIONAL VOCATIONAL AND TECHNICAL TEACHER EDUCATION SEMINAR

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
October 23-26, 1972

Participants and Processes

This four-day conference sponsored by the Center for Vocational and Technical Education provided teacher educators from vocational and technical specialties as well as counseling with an overview of the implications from Career Education for teacher preparation. Fifteen papers were presented dealing with such topics as the rationale, context and tenets of Career Education, role changes for teachers and counselors, preparation requirements in career education, career education models, information about and rewards of successful programs of preparation.

Participants represented a large number of teacher education and counselor education specialties and programs.

Outcomes

The major outcome appeared to be stimulation of teacher and counselor educators to consider the concept of Career Education and its implications for preparation and practice. (ED 074206 VTO 17437)

U.S. OFFICE OF EDUCATION - SPONSORED
CONFERENCE ON MINORITIES AND CAREER EDUCATION
January 1973

Participants and Processes

Information available to the author was limited to a monograph, Minorities and Career Education, edited by Lawrence Davenport and Reginald Petty. This source did not give the location of the conference, the number and type of participants, or the specific processes which occurred. Apparently, the substance of the conference was consideration by the participants of a series of presented papers. These included:

An Overview of Minorities and Career Education
    Lawrence Davenport and Reginald Petty

Public Schools, Public Policy, Public Problems: Some Observations and Suggestions
    Robert R. Wheeler

Career Education: A Tool for the Minority Veteran
    Robert L. McKee, Kenneth B. Hoyt, and Lawrence Davenport

Winners and Losers in the Good Life Contest: Implications of Career Education for Poor Youth
    David Gottlieb and Reginald Petty

Career Education and the Community College
    Marvin Feldman and Lawrence Davenport

Career Education for Women
    Marilyn Steele

Counselors, Career Education and Minorities
    Kenneth Hoyt and Delfine Valdez

Career Education, Professional Preparation and Minority Groups
    Roosevelt Johnson

Outcomes

No recommendations from the conference were specified separate from those in the individual papers. Apparently, the major outcome was the monograph of presented papers identified above and the upgrading of the participants knowledge of Career Education.

NATIONAL INVITATIONAL CONFERENCE ON POST-SECONDARY
CAREER EDUCATION FOR STATE DIRECTORS OF VOCATIONAL EDUCATION,
COMMUNITY/JUNIOR COLLEGES, ADULT AND CONTINUING EDUCATION
CONFERENCE SPONSORED BY OHIO STATE UNIVERSITY AND FLORIDA STATE UNIVERSITY
NEW ORLEANS
January 18-20, 1973

Participants and Processes

At this conference, ninety educational leaders representing thirty-nine States, the District of Columbia, Puerto Rico and the Territories, considered the issues and problems associated with State level administration and articulation of post-secondary Career Education.

The format included several major presentations followed by discussion group meetings. The major presentations addressed the following topics:

1. A Theoretical Model for Post-Secondary Career Education with Emphasis on Student Needs.
2. Post-Secondary Program Planning in a Career Education Context.
3. The Roles of State Directors of Vocational and Technical Education
4. State Level Articulation of Career Education
5. The Challenge of State Level Coordination of Post-Secondary Career Education

Outcomes

As a function of the group discussions of the topics at issue, a series of action recommendations were presented to the conference (and to the sponsors) concerning the future of post-secondary career education.

These included:

1. Hold an annual conference of the State Directors of Adult and Continuing Education, Community/Junior Colleges, and Vocational Education and seek funding for this conference from any available resources.

2. Henceforth, include representatives from professional associations of teacher training institutions in the list of conferees.

3. Establish an executive group representing the three primary organizations (i.e., Adult and Continuing Education, Community/Junior Colleges, and Vocational Education) to meet, as necessary, with representatives from the two centers (i.e., FSU/UF Center for State and Regional Leadership and the OSU Center for Vocational and Technical Education) to assist in planning future conferences and disseminating information.

4. Disseminate materials, proceedings, and recommendations resulting from this conference to the following: all conference participants; each state officer and/or persons or agencies in positions critical to the process of initiation and implementation of comprehensive career education concepts and models; all teacher training institutions; and others, as appropriate.

5. Encourage professional education associations to include career education on their meeting agendas. Request representatives from the two centers to volunteer their services to make presentations about career education at appropriate association meetings and/or conferences.

6. Commend the two sponsoring centers of this conference for the initiating and conducting of it.

Based upon the results of this conference, request that the FSU/UF Center for State and Regional Leadership and the OSU Center for Vocational and Technical Education take the following action:

1. Develop guidelines through the cooperation of the two Centers for the development of state Master Plans for initiating and implementing comprehensive career education models.

2. Request that the two aforementioned Centers identify consultant teams that may assist state and local agencies in the development of state Master Plans for comprehensive career education.

3. Recommend that a statement concerning the development of a comprehensive career education model (K-12 and beyond) be

issued by the Association of Chief School Officers and be utilized to expedite the development of state Master Plans, to implement models available, and to provide for implementation of new ones that may be developed.

Develop a philosophy of career education that would include the following pertinent points:

1. Publicize career education in all states as a philosophical concept which should permeate all programs of instruction in all types of institutions rather than as a separate program or entity.

2. Identify and recognize the need for more adult counseling centers for testing, evaluation, and counseling services as a referral center to programs and services offered by adult and continuing education, community/junior colleges, and vocational education programs.

3. Recognize that career education should not only be viewed as upward or vertical movement, but also as a vehicle for horizontal career changes.

4. Review and carefully consider the role of credit by examination, work experience, etc. in career education programs.

5. Initiate studies designed to eliminate time as a measure of competence in the educational field.

6. Impress upon state coordinating and/or planning commissions, as well as the Educational Commission of the States and the State Higher Education Executive Officers Association (SHEEOA) the need for clarity in goal and mission statements and the need for the former to have the authority and means to see that these are implemented.

Establish or enhance the individual efforts of the conference participants (Directors of Adult and Continuing Education, Community/Junior Colleges, and Vocational Education) in their respective states toward the development of a comprehensive program for career education. These efforts may include, but are not limited to, the following activities:

1. Identify, examine, and report the needs for and in career education, as well as determine and assess student attitudes and evaluation of services.

2. Identify, examine, and report career resources--i.e., facilities, faculties, finances, and programs--currently available and combine these resources, where appropriate.

3. Involve one another in the development of Master Plans and in the articulation of programs during implementation.

4. Establish a cooperative working relationship between the three director groups. Meet on a regularly scheduled basis and encourage personnel at the local level to develop and maintain a rapport with other constituents. Also, emphasize need for career education to governing boards. Coordinate efforts in the preparation of position papers for individual states.

5. Exchange, share, and provide information to other states.

6. Work toward a more adequate articulation between post-secondary institutions and all other educational institutions including higher education, secondary, private and proprietary institutions.

Take the following action, in relation to the Federal government:

1. Recommend to the task force responsible for developing guidelines for the Higher Education Amendments of 1972 that they avoid structuring the guidelines in a way that reinforces that traditional dichotomy of academic and vocational education.

2. Request more latitude in Federal guidelines that will permit better coordination and cooperation between programs, with interaction between program activities. (Note: This is not to be construed as a recommendation to intermingle funds--only program activities.)

3. Recommend to the Center for Educational Statistics the development of a single comprehensive computerized information system which would be applicable to all educational institutions.

4. Urge the Federal government to "put their money where their mouth is."

Extend the Comprehensive Career Education Model beyond grade 12 and develop other models specifically aimed at post-secondary and adult students. Further, develop proposals through the OSU Center for Vocational and Technical Education for the creation and implementation of career education through adult agencies. (ED 079536)

CAREER EDUCATION: IMPLICATIONS FOR MINORITIES
SPONSORED BY THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS,
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, AND
THE U.S. OFFICE OF EDUCATION
WASHINGTON, D.C.
February 1-3, 1973

Participants and Processes

Over 300 persons representing various minority groups--Chicano, Native American, Puerto Rican, Chinese American, Japanese American and

Black American--met with nonminority conferees and with various educational leaders to respond to three needs:

1. Provide minority leaders with information on the concept of Career Education as viewed by U.S.O.E.
2. Provide U.S.O.E. with minority viewpoint on Career Education.
3. Develop a dialogue between minority leaders, the National Advisory Council on Vocational Education and the U.S.O.E.

A variety of presentations pertinent to the above topics were provided by Mrs. Shirley Chisholm (U.S. Rep. - New York), Augustus Hawkins (U.S. Rep. - California), William A. Steiger (Rep. - Wisconsin), Dr. John Ottina (U.S.O.E.) and Dr. Thomas Glennan (N.I.E.) In addition, such topics as the implications of Career Education for minority groups and funding for Career Education were discussed by panels and in small group sessions.

Outcomes

A book of Proceedings was published which included the position papers, resolutions, and recommendations. The formal resolutions adopted by the different minority caucuses as well as the conference recommendations are presented below:

Formal Resolutions/Position Papers from Minority Caucuses

Formal Resolution: Chinese-American Caucus

Historically, Chinese-Americans have been a traditional people, conservative in outlook and law-abiding in nature. Because Chinese-Americans have abhorred militancy and advocated self-help, we have been denied equal participation in the rights and privileges accorded other minority groups. In fact, a myth has evolved that Chinese-Americans do not need help.

However, with the revision of the immigration law in 1965, Chinatowns are experiencing a heavy influx of Chinese immigrants, men, women, and children who do not know the language or understand the culture and who are completely cut off from the mainstream of American life. Chinese-American communities find themselves taxed beyond their capacity to help their own. Chinese-American communities need help.

WHEREAS, Chinese-Americans have historically been responsible citizens who have by tradition been law abiding in nature and who have abhorred militancy while following a non-violent approach in solving our problems through self reliance, and

WHEREAS, a heavy influex of Chinese immigrants have resulted from the revision of the immigration laws of 1965, and

WHEREAS, these new immigrants, because of language barriers in English and a lack of familiarity with American customs and culture, are compelled to congregate in Chinatown communities, thereby cutting themselves off from the American mainstream; and

WHEREAS, this heavy concentration of Chinese young and old has caused a multiplicity of new social, economic and cultural problems far beyond the capabilities of the Chinese-American community to resolve independently, as it previously could accomplish.

NOW, THEREFORE, BE IT RESOLVED that the Chinese-American Caucus of the National Conference of Career Education, Implications for Minorities, request that all future minority legislation in every area shall statutorily define "MINORITY" to include "ORIENTAL," similar to that found in Public Law 92-318 passed by the 92nd Congress on June 23, 1972 as "Education Amendments of 1972"; and

BE IT FURTHER RESOLVED that the Chinese-Americans support the concept of CAREER EDUCATION and the objectives and goals it seeks to achieve; and

BE IT FURTHER RESOLVED that to insure the successful operation of career education, we deem it essential that the maximum use of qualified Chinese-American personnel be utilized at every level of decision-making positions, including but not limited to planning, development, operation, administration, funding and evaluation of said career education programs; and

BE IT FURTHER RESOLVED that career education programs shall include "English As A Second Language," bilingual and bicultural, so that Chinese having English language and cultural barriers will maximize their potential in availing themselves of career education opportunities; and

BE IT FURTHER RESOLVED that programs to train bilingual Chinese in health, technical, and social services skills be implemented through scholarship and funding to meet the Chinese-American community needs; and

BE IT FURTHER RESOLVED that training programs be established in business and industry where Chinese may become career education candidates; and

BE IT RESOLVED that we encourage equal employment opportunity for the hiring and utilization of Chinese-Americans in all high-level policy and decision-making echelons in government, private industry, and labor, including the Office of Education and the National Institute of Education, for example, to open job opportunities to those qualified who can contribute their services to the continued growth of America.

Formal Resolutions and Recommendations: Japanese-American Caucus

WHEREAS, certain individual members of the Japanese American Caucus have expressed serious reservations about the general concept of "career education;"

WHEREAS, all members of the Japanese American Caucus have expressed concern that the improper or insensitive implementation of a career education program can potentially result in the channelling or tracking of minority students, according to the stereotypic views of the majority society;

WHEREAS, many Asian American students are presently tracked or channeled into certain occupations and professions, because of the stereotypes which are held by many professionals in the educational system;

WHEREAS, the channelling or tracking of minority students according to stereotypes denies those students the opportunity to consider the full range of career choices and furthers the racist structure of society;

WHEREAS, the members of the Japanese American Caucus recognize that career education will be implemented in spite of the reservations which we have with regard to the general concept, and therefore that the only way to prevent and protect the abuse of minority students is through active participation by the minority communities in planning and implementation of career education;

WHEREAS, some Asian American ethnic communities were not represented at the conference;

WHEREAS, the Japanese American Caucus believes that all minority communities share certain basic problems and concerns in the area of education, but that in addition each of the individual minority communities also have problems which are of particular concern to them;

WHEREAS, Asian Americans in the past have not been considered as a minority group and thus have been denied certain rights and privileges extended to other minority groups.

NOW THEREFORE, the Japanese American Caucus resolves and recommends as follows:

> RESOLVED AND RECOMMENDED that in order to make career education a truly effective program for Asian Americans, it is imperative that all minorities be placed at all levels of decision-making in all federal, state and local programs dealing with career education;
>
> FURTHER RESOLVED AND RECOMMENDED that all educators, counselors, and administrators involved in the career education process be extensively retrained to sensitize them to the special need and concerns of Asian American students;
>
> FURTHER RESOLVED AND RECOMMENDED that a special affirmative effort must be made at all levels of government and to hire more Asian Americans as educators, administrators, and counselors;
>
> FURTHER RESOLVED AND RECOMMENDED that formal mechanisms must be immediately established to ensure that representatives of the Asian American community will serve in an advisory capacity at the federal, state, and local levels;

FURTHER RESOLVED AND RECOMMENDED that the special language problems of some Asian American students be recognized by the career education program, and that specific programs be established to deal with the problems of students for whom English is a second language;

FURTHER RESOLVED AND RECOMMENDED that Asian American be recognized as a minority group, and that they be extended the same concern and treatment as the other minority groups participating in this conference;

FURTHER RESOLVED AND RECOMMENDED that formal equal opportunity guidelines be promulgated by the Office of Education and any other agency administering the career education program to ensure that minority groups are provided equal opportunities in the career education program;

FURTHER RESOLVED AND RECOMMENDED that students from poor and low income families be provided with special stipends and allowances, so that they will not be denied equal educational opportunities because of their economic status;

FURTHER RESOLVED AND RECOMMENDED that the Asian American ethnic groups which were not adequately represented at this conference should be given an opportunity to express their opinions and concerns as soon as possible;

FURTHER RESOLVED AND RECOMMENDED that the federal, state, and local governments combine their effort in career education with affirmative efforts in other programs and areas to reduce racial discrimination in American society.

Formal Resolution: Chicano Caucus

Introduction

In order for career education to fulfill the potential of every student in a cultural democracy and preserve the right of every American person to remain identified with his own ethnic group, while learning the necessary skills to compete in the economic life of society, career education must give immediate attention to the special needs of Chicanos and others that are linguistically and culturally distinct.

In a recent address at New Mexico Highlands University, June 1972, the Assistant Secretary, Sidney Marland, Jr., asserted that:

> It goes against the grain, even in a child, to be required to learn to read--and then to read that your forefathers were unimportant, that their customs and beliefs did not deserve attention from the majority culture--and that you likewise are destined to be nobody with no cultural heritage of your own. This is precisely what the Chicano Caucus has seen in the development of career education.

If career education programs are an attempt to restructure curriculum in terms of knowledge of careers and human development, then the implications for the linguistically and culturally distinct in this country must be taken into account.

One of the great problems facing the linguistically and culturally distinct in this country is that, traditionally, education has been directed primarily at the middle class and only to the English speaking.

If the educational system continues to ignore the special needs of the linguistically and culturally distinct, the only effect of new educational strategies, in this case, career education, will be to further lock these students into the cycle of poverty in which they were born.

If languages other than English are ignored in the instructional process, then linguistically and culturally different persons will continually be sorted out and allocated into job classifications where manual rather than cognitive skills dominate.

Resolution #1

Be it resolved that a "MESA DIRECTIVA" be established and composed of Spanish speaking individuals knowledgeable in the area of education and cognizant of the needs of the Spanish-speaking communities. The "MESA DIRECTIVA" must be officially approved and recognized as a legitimate representative body by Dr. Sidney P. Marland, Jr., Assistant Secretary for Education; Thomas Glennan, Director, National Institute for Education; and Dr. John Ottina, United States Commissioner of Education, to function as an advisory body to reflect the needs and aspirations of the Chicano. The "MESA DIRECTIVA" must be delegated the authority to review career education programs for funding to insure relevancy, proper curriculum content and adequate and reflective administrative personnel. The "MESA DIRECTIVA" will be responsible for reviewing legislative guidelines and monies earmarked for revenue sharing. The "MESA DIRECTIVA" will solicit position papers on career education from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education. It is recommended that the "MESA DIRECTIVA" meet quarterly and that all costs, including the contracting of position papers, be the responsibility of Dr. Sidney Marland, Dr. Thomas Glennan and Dr. John Ottina.

Resolution #2

Be it resolved that language be introduced into the career education bill and/or administrating regulated guidelines presently being prepared by the Office of the Assistant Secretary for Education, the guidelines should make provisions for the inclusions of bilingual, bicultural education into all phases of the proposed career education program.

Resolution #3

Be it resolved that programs for preparing Chicanos adequately as career education specialists, i.e., counselors, administrators, faculty, program directors, etc., be developed, executed and maintained. This type of effort should compensate for the loss of

Chicano human potential. Also, that assertive training programs be established immediately for upgrading the Chicano in their present situation as factory workers, secretaries, and welfare recipients.

Resolution #4

Be it resolved that the Office of Education contract Chicanos for writing position papers on "Implications of Career Education for Chicanos."

Resolution #5

Be it resolved that a national clearing house for information exchange on Chicano resource personnel, materials, and programs be organized by Chicanos. The efforts should be funded by the Office of Education and N.I.E. A national clearing house would promote communication among Chicanos and the U.S. Office of Education.

Resolution #6

Be it resolved that career education incorporate monies to upgrade vocational training in poor school districts. Because of their limited local base, poor districts have had the problem of not having sufficient funds.

Resolution #7

Be it resolved that more visibility and financial assistance be provided for the only Chicano, Spanish-speaking manpower training program, SER (Service, Employment and Redevelopment), in order to improve and augment the services so critically needed in many parts of this country where large pockets of Spanish-speaking populations reside.

Resolution #8

Be it resolved that future conferences with implications for minorities include a proportionate balanced representation of Chicanos in the planning of future conferences.

Resolution #9

Be it resolved that supportive services--e.g., day care, tutorial, counseling--be meaningfully adopted within the objectives of career education, which should enable Chicanos to partake of career education opportunities.

Resolution #10

Be it resolved that a Chicano marshalling device be implemented to insure the participation of Chicanos at the local level in the utilization of funds for career education allocated through revenue sharing.

Resolution #11

Be it resolved that career education be directed to incorporate innovative entrance procedures which would not screen out Chicanos by means of the MCAT (Medical College Admission Test), DCAT (Dental), LSAT (Lawyers), SAT, ACT, and GRE. Chicanos' enrollment in colleges and universities reflect a minimal percentage of the Chicano population. Chicano professionals who would be culturally oriented to that community would enhance life in the barrios. We recognize that I.Q. testing has stereotyped Chicanos and has forced them into educational tracks which "locks" them into manual job constraints. At a later stage in life, the aforementioned professional schools screening tests further limits Chicano career options.

Resolution #12

Be it resolved that N.I.E. and U.S.O.E. allow contracts for Chicano models to be developed which will address themselves to the unique needs of the bilingual, bicultural student in career education. Also, that any further developmental efforts in career education models include bilingual, bicultural concepts and curriculums that are directed toward the distinctive special needs of Chicanos.

Resolution #13

Be it resolved that the current Commissioner of Education, Assistant Secretary for Education, insure that the Washington staff of the Office of Education and the National Institute of Education reflect the Chicano make-up of the U.S. population as President Nixon recommends in his 16-point program.

Resolution #14

Be it resolved that the Commissioner of Education insure that the regional Offices of Education and National Institute of Education staff reflect the Chicano make-up of those regions.

Resolution #15

Be it resolved that members of the "MESA DIRECTIVA" act as technical assistants to educational institutions which are developing career education ladders, and are in the Chicano regions of the country.

Resolution #16

Be it resolved that the "MESA DIRECTIVA" be responsible for coordinating and conducting regional workshops in the Chicano area of the United States. The regional workshops will address themselves to the unique needs of the bilingual, bicultural student.

And be it further resolved that rather than the current emphasis in developing curriculum materials which stress the white, Anglo, Protestant, and middle-class orientation, a new direction be taken which places the emphasis on meeting the individual needs of Chicano students--including differences among ethnic groups. And that in the curriculum and guidance aspects of career education, testing, counseling and decision-making instruments and practices be redirected away from creating obstacles and barriers, as these have been used in the past--preventing the Chicano's attainment of his/her career goals.

Formal Resolution: Black Caucus

There have been several definitions offered of education and career education. Assistant Secretary of Health, Education, and Welfare, Dr. Sidney Marland, Jr. has stated that "helping people find fulfillment is what education is all about."

The Secretary has said that the purpose of career education "is to free Americans by preparing them to make intelligent career choices from the entire range of options, including the liberal arts degree for those who want it as well as the respectable skill or craft for those who want it."

He has also said that, "Continuing education for the adult population is another central purpose of the career education concept." In this same speech Secretary Marland defined career education as "--education that prepares one to think and to care about social responsibility and personal intellectual fulfillment, but education that also equips all learners, at whatever age, with satisfying and rewarding competencies for entering the world of work in the field of one's choice."

The Secretary (Commissioner) also pointed out that one of his predecessors--Commissioner of Education William Torrey Harris--"was responsible for education in Alaska, but the educational needs of the Eskimos in the territory were overshadowed to say the least, by the fact that many of them were starving."

Further, Augustus F. Hawkins, Congressman from the 21st District of Columbia stated very clearly an additional component that must become a part of career education:

> While we can agree that work is a major component of a person's life, other parts are equally important and are equally the province of formal education. Unless career education helps to develop a three-dimensional human being who has knowledge of and interest in his culture as well as the cultures of others and the many heritages that make up the humanities, it will have produced another robot in a materialistic society. Moreover we feel that one of the initial activities desirable in career education is that of needs assessment.

This assessment of needs is multi-faced and should include the following:

1. Students--In terms of career development, expressed needs for information and preparation courses, and knowledge of career clusters.
2. Community--In terms of perceptions of career education, resources available, and availability of career training opportunities.
3. Staff--In terms of their understanding of career education, their willingness to participate, and their perceived roles in career education.
4. Labor Market--In terms of employer demands, expectations, and opportunities.
5. Curriculum--In terms of what is now being done to foster career development and potential for modified and new activities.

Assessments as defined above relate to a variety of needs, levels of understanding and receptivity, and willingness to participate in career education. The assessing of such needs can be done on a formal or informal basis, but it should be formalized to the extent that valid and reliable data can be obtained.

To assist in the assessing of needs, there are a variety of tests and instruments available.

With the forementioned discussion, we have concluded that to strengthen and implement the concept of career education, the following nine points must be included:

1. From this point on Black leaders are to be involved in the planning stage, and decision and policy making activities at all levels of implementation of the career education concept and program.
2. Blacks are to be involved in the budgetary distribution of all funds appropriated for all career education programs. This includes federal, state and local funds, revenue sharing, public and private funds.
3. Blacks should develop a means of shared information--in the form of informational systems--concerning programs that are successful in career education.
4. Black advisory groups be established without the usual ambiguity of typical advisory committees or councils.
5. O.E. must set up mandates at the state and local levels to establish state and local--preferably state advisory councils.
6. From the acquisition of basic skills that relate to particular job levels, to higher level concepts of analysis, synthesis and evaluation, which could enable our Black population to become

much more critically aware of themselves and the society in which we exist, in order to enter the process of transforming that society. (Career education must be a vehicle that involves the promotion and development of reading and basic education skills.)

7. There must be pre-service and in-service training to include cross-cultural and/or multi-cultural factors--ATTITUDINAL CHANGE--must be considered.

8. A publicity system must be established to enable the man on the street to be aware and knowledgeable of the career education concept and existing (or future) programs and their implications in his life and how they affect him.

RESOLUTION

-- That O.E. have a Career Educational Affirmative Action Program through DOL to eliminate barriers established by union organizations that prevent equal employment opportunities for all members of our society.

-- That the Office of Education and National Institute of Education immediately employ minorities (Blacks) in planning and policy making positions in the Career Education Development Program.

Formal Resolution: Native-American Caucus

1. While we do not purport to speak for all the American Indian population, the American Indian Caucus attending the National Conference on Career Education hereby supports the concept of career education, provided that the concept recognizes and includes the cultural values and the career opportunities pertaining to the American Indian; and, being that there is a necessity for greater input by the various American Indian tribes, we further recommend, as an extension of this conference, that regional meetings be held to provide fuller participation with the local groups, and if possible, that a coordinating committee representing all groups be appointed at this conference: and we further recommend that the use of the word "minority" in this type of conference be eliminated and that specific groups be named: i.e., American Indian, Blacks, Chicano, Chinese, Japanese, Puerto Rican.

2. WHEREAS, American Indians are a minority group at this national conference; and
WHEREAS, there should be equitable and meaningful representation and participation at a national conference; and
WHEREAS, there has been a lack of this type of representation at the Career Education Conference in Washington, D.C.
WHEREAS, we the American Indian Caucus group at this conference recognize and strongly urges that full consideration be given to this resolution:

BE IT THEREFORE RESOLVED, that future conferences--national and otherwise--involving American Indians contact all tribal councils and/or tribal organizations of Indian reservations or Indian communities and recognized urban American Indian organizations (asking them) to recommend persons with the expertise and leadership qualities who could best represent American Indians.

Conference Recommendations and Resolutions

The following resolutions and recommendations were introduced at the "National Conference on Career Education: Implications for Minorities." These items emanated from the minority group caucuses and the small group sessions on Friday and Saturday morning.

Because many of the resolutions and recommendations were repetitive and over-lapping, the editors have attempted to consolidate them, and eliminate duplications. However, none were eliminated arbitrarily. Therefore, the following listings represent a compilation of the views expressed by the various individuals and groups.

Resolutions (Compendium)

WHEREAS the concept of career education has evolved from a national commitment; and has more than justified its continued development; and

WHEREAS the Administration has supported this concept thru tapping existing authorization for other educational programs, resulting in a weakening on those programs; and

WHEREAS the current impoundment of funds affecting education across the board further weakens career education thru the elimination of its additional sources of funding; and

WHEREAS, along with other things, career education cannot be complete without:

-- Bi-lingual and bi-cultural development

-- Elimination of tracking and its related fears

-- Career education meeting the tests on job placement at the end

AND WHEREAS minorities have recognized the failure of state and local officials to carry out the legislated responsibilities of meeting their particular needs:

BE IT THEREFORE RESOLVED:

-- That the Administration commit new funds to support its policy of career education, thereby eliminating the need to strip existing programs of their authorizations.

-- That existing laws be reviewed in terms of strengthening these programs to meet the needs of career education.

-- That existing statutes be amended where appropriate to enhance the development of career education.

-- That existing statutes should be further amended to contain a provision providing the use of special revenue sharing for present and further funding of education programs.

-- That existing laws and guidelines be reviewed to determine the cause of failure to correct discrimination and the absence of equal educational opportunity.

-- That incentives be developed as an instrument to be used to obtain equal educational opportunities:

THEREFORE BE IT FURTHER RESOLVED that one of the steps toward implementing the above defined goals be the legislating of a definition of career education to include the redefining of "Implications of Career Education for Minorities."

WHEREAS the Administration's attitude toward advisory councils to career education is not clear:

BE IT RESOLVED that career education legislation and guidelines mandate such councils at the local, state, and federal levels.

AND BE IT FURTHER RESOLVED that such councils include organized labor, management, educators, and the community.

WHEREAS career education is seen as the vehicle to revamp the education system and as the labor constituency is vital in this concern:

BE IT RESOLVED that this effort must be a joint venture that includes labor, management, educators, and community in designing and molding the education system.

WHEREAS career education strikes at society's perceptions (or misperceptions) as to the value of an occupation:

BE IT RESOLVED that one of the objectives of career education must be to raise the level, value, and dignity of all work.

AND BE IT FURTHER RESOLVED that an immediate first step would be that in any further conferences, the title "Dr." be eliminated.

WHEREAS we support the need for government to make a maximum investment in all education and we support categorical aid appropriations resulting from the identification of needs by the Congress (ESEA Act and the Vocational Education Act):

BE IT RESOLVED that we oppose special revenue sharing and revenue sharing concept because no new money is being offered through this process to states to solve major problems in American education, and

BE IT FURTHER RESOLVED that, in order to bring minority participation into the World of Work, machinery must be developed that includes equal responsibility and representation from all parties (education, labor, management, government, and community).

WHEREAS, today's educational system has been proven inadequate to meet present day needs and

WHEREAS, cultural and lingual sensitivity at the college teacher training level is lacking, and

WHEREAS, the new concept is to tailor the school curriculum to fit the individual's future career, and

WHEREAS, the teaching staff is not oriented to this concept:

BE IT RESOLVED that the "National Conference on Career Education: Implications for Minorities," meeting at the Sheraton-Park Hotel Washington, D.C., February 1-3, 1973, hereby recommend that the scope of teacher education be enlarged and emphasis be placed on graduate teacher training and that teachers be required to take cultural sensitivity and lingual courses, as well as courses in specialized fields with requirements to work for a specified time in that field, and

BE IT FURTHER RESOLVED that new legislation be passed in Congress to pay for such additional training.

WHEREAS, the Vocational Education Amendment of 1968 provides for evaluation of vocational education by advisory councils on both the state and national level, and

WHEREAS, the state and national councils are required by law to have representatives of a variety of groups, and

WHEREAS, the national council is appointed by a non-educator, the President of the United States, and

WHEREAS, it would be inappropriate for the Assistant Secretary of HEW for Education or the Commissioner of Education to appoint a committee to evaluate their own activities:

BE IT THEREFORE RESOLVED THAT the President retain the initiative and responsibility to appoint members to the National Advisory Council on Vocational Education and that the government retain its responsibilities as described under the Vocational Amendment of 1968.

WHEREAS, the members of the steering committee have gained valuable knowledge and insight into the problems and concerns of minorities and career education, and

WHEREAS, that knowledge and insight could be used to plan future confernces.

BE IT THEREFORE RESOLVED that this steering committee be designated to make initial planning for regional conferences in each of the regions during the months ahead.

Recommendations (Compendium)

-- We (management session participants) neither endorse nor take a position against the career education concept. At this point, there are too many unknown variables for us to take a definitive position either for or against. However, should a career education program become a likely possibility, we strongly recommend that there be a continuous contact between the Office of Education and representatives of labor and management. In the final analysis we--both labor and management--are the end products of the educational system. Therefore, we strongly urge that labor and management be a part of developing any system, whether career education or any other, in order that we might give our input and thus assist education to produce the best possible product. Certainly a vehicle for such input can be, and we so recommend, a strong national advisory committee, as well as state advisory committees, with both groups containing broad representation from all of the minority groups--the young, females, labor, and management and other appropriate groups.

-- All policy making commissions, federal or state, whether advisory committees or executive committees, should involve students. Students should be included in any evaluation of career education models.

-- Information systems should be developed for the benefit of students.

-- Career education guidelines should be written to allow for funding bi-lingual and bi-cultural programs.

-- Programs funded for career education should recognize and be sensitive to the multi-cultural and ethnic diversities that deserve attention in the design and in the implementation of programs.

-- We, the youth, would like to have full representation of youth if this career education program is to deal with all minorities.

-- Recognizing how small the "pie" is and who is doing the dividing, it must be taken into consideration that the long-range career needs or the immediate job needs and all other personal/social needs of the citizen must be met on a day-to-day basis. Career education should not be divorced from other social needs (health, child care, transportation, etc.) in developing the total person for decent living.

-- All teachers and all personnel involved in career education should be educated as to the objectives of the career education program.

-- An advisory committee should be formulated from industry, business, and labor to work with universities to solve problems relative to placement of students.

-- Each state should be given a mandate to form a committee to oversee all the functions of program, structure, and hiring, in order that programs may carry out objectives of career education.

-- A 1202 committee should serve as a watchdog to see that career education funds are properly spent.

-- The Office of Education should look at the guidelines of the 1202 Commission to determine if conflicts exist with state laws. Such conflicts should be resolved in order that the program may operate effectively at the state levels.

-- The 1202 Commission composition should be appropriately represented within every state, making sure that the 1202 Commissions enforce those laws relative to career education.

-- Monies must be equitably appropriated, so that the cost of taking a course at any school would be the same, whether at university or community college level.

-- Programs funded for career education should recognize and be sensitive to the multi-cultural and ethnic diversities that deserve attention in the design and implementation of programs in career education.

-- Existing committees involved in career education should be strengthened and utilized as opposed to creating new committees.

-- The development of the concept of career education requires strong inputs from ethnic and minority groups on a community and local level.

-- The current term "career education: K-12" should be expanded to institute the concept of "Career Education: Birth to Turf."

-- Information on career education appropriations and subsequent use should be disseminated to the public. Major public relation programs to transmit the concept of career education through the utilization of various communication media should be carried out.

-- Teams including teachers, counselors, principals, administrators, and vocational educators should be established to promote career education. Such teams should make clear the delinations between vocational education and career education.

-- The symbols for clusters on career education publications (DHEW Publ. No. (OE) 73-00501, et al), using human figures perpetuate sexual stereotyping, should be revised.

-- N.I.E. should evaluate the Ohio State Model as to the surveys made, number of minorities on staff, and sub-contracts with minority businesses.

-- A survey of career education models in each state should be performed for the information of N.I.E. The results of such surveys should also be shared with people on the local level.

(ED 085550)

FIRST NATIONAL CONFERENCE ON CAREER EDUCATION
SPONSORED BY THE CHAMBER OF COMMERCE OF THE UNITED STATES
WASHINGTON, D.C.
February 28 - March 1, 1973

Participants and Processes

Approximately 240 of the nation's leading businessmen, educators, and labor leaders participated in this Conference. Participants were placed in twenty small discussion groups to resolve a set of ten basic questions centered on the role of the business-education-labor community in Career Education. Each small group was asked to consider the desirability, practical probability, and practical limitations of one concept. To assist each group, the concept they were assigned was presented along with the basic idea behind the concept, its basic assumptions, and problems to be considered in discussing it. In each small group, a combination of business-labor-industry personnel interacted with school personnel in formulating action suggestions.

Outcomes

The outcome of the Conference was a handbook of action suggestions entitled, Career Education and the Businessman. In it, ten concepts are presented and action suggestions are identified for each. The ten concepts addressed by the Conference include:

1. Exchange programs between business-labor-industry personnel and school personnel.
2. Field trips for students.
3. Work experience for all high school students.
4. School-industry job placement programs.
5. Occupational resource persons from the business-labor-industry community.

6. The year-round school running sixteen hours a day, six days a week and staffed partly by business labor industrial personnel.

7. Using retired workers as resource persons in schools to acquaint students with the world of work.

8. Work should become more personally satisfying to the individual worker.

9. Every student leaving school should be equipped with a marketable job skill.

10. Every student should, if he desires, be able to find work.

Without exception, Conference participants endorsed the desirability of these ten concepts but they varied greatly in their perceptions regarding the practical probabilities of implementing the ten concepts. In addition, there was concern that the Conference did not yield closure on who should be responsible for initiating, directing, or coordinating the type of shared effort described by the Conference.

SECOND NATIONAL CONFERENCE ON CAREER EDUCATION
SPONSORED BY THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

WASHINGTON, D.C.
January 15-17, 1974

Participants and Processes

Although planned for 150 participants, 270 persons attended this meeting. The interests represented by these participants range from small two-year institutions to major graduate schools, private industry to public agencies; public affairs organizations; members of institutional boards, presidents, vice-presidents, deans, associates, assistants, faculty, and unit chairpersons from a variety of academic disciplines.

The format of the Conference included panels dealing with:

Roles of AASCU Institutions in Developing Curricula and Programs to Meet Manpower Needs

An Overview of Current Career Education Research and Its Implications Upon Assessment of Clientele Needs

The Role of the College/University Placement Office in Curriculum and Program Planning

Education Legislation

In addition, career cluster workshops were conducted to examine program development and curricula in:

Allied Health Professions

Business and Related Fields

Environment

Government and Public Services Administration

Law Enforcement: Court and Penal Services

Science and Technology

Social and Community Services

Education

These workshops provided forums for targeted problem-solving and the sharing of case histories as well as springboards for discussion of common problems and needs of Career Education.

Outcomes

Conference proceedings were published under the title of Education to Meet Present and Future Career Needs. This document includes the workshop reports and recommendations relative to new career programs as well as a summary of panel discussions. All views expressed agreement on the shared responsibility of the individual and society in providing better career development opportunities through improved Career Education.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS CONFERENCE FOR STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION

DALLAS, TEXAS
April 29 - May 1, 1974

Participants and Processes

This Conference entitled, The Several Dimensions of Career Education, brought together 153 educators having an interest in and a concern about Career Education from 43 States and American Samoa, Guam, and Puerto Rico. Also in attendance, by special invitation, were representatives from the Regional Educational Service Centers in Texas, local school districts in California, Texas, and elsewhere, institutions of higher learning, private foundations and corporations, the several branches of the Armed Forces, N.I.E., U.S.O.E., and the Office of the Assistant Secretary for Education (DHEW).

The program of the Conference consisted of several information sharing activities. Kenneth Hoyt initially involved the participants in responding to the draft paper, "An Introduction to Career Education." Then, he and Robert Stump of N.I.E. discussed the range of activities in support of Career Education and the goals being pursued by N.I.E. and by the Office of Career Education, U.S.O.E., as well as the interaction between these two agencies.

A second dimension of the Conference consisted of descriptions of several of the curriculum development projects funded by Part I of the Vocational Education Act of 1968. Several project directors presented overviews of their particular products and activities. Dr. Sidney High also presented a description of the Exemplary Projects Program (Part D, VEA) and its support of Career Education. Current and projected funding of Career Education was also discussed during the session.

The Third session of the Conference involved reports from selected States about their activities and products pertinent to Career Education.

The Fourth session was devoted to four basic issues related to Career Education: Implementation, In-Service, Evaluation, and Teacher Preparation.

Outcomes

The outcomes of the Conference were publications of the papers presented, the implementation of a network of persons in various educational capacities who could and were influencing the shape of Career Education regionally and within States, and a general acquisition by participants of information about the current status of Career Education.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS NATIONAL CONFERENCE FOR STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION

DENVER, COLORADO
April 21-23, 1975

Participants and Processes

As a result of the CCSSO Conference in Dallas, April 29 - May 1, 1974, planning sessions were held in January 1975 for a second conference. The planning centered about the need of SEAs for a national conference and, in particular:

1. Identification of the most prominent concerns or problems faced by SEA personnel having responsibilities for Career Education.
2. Ways by which these concerns could be meaningfully addressed in a national conference.
3. The types of output, outcomes, or products which could be expected from a national conference.

From this analysis, twelve issues were defined as the priority concerns of SEA personnel responsible for Career Education. They were then divided into two sets for work group analysis and recommendation. The first set included:

Status of Career Education in the United States

Extent and Use of Curricular Materials Prepared for Career Education

Assessment and Evaluation Procedures

Patterns of Growth of Career Education in the States

The second set of priorities included:

Developing an Adequate State Plan

Involving Key SEA People in Career Education

In-Service, Pre-Service, and the SEA

Constraints and Constraint Removal

Assessment/Evaluation/Dissemination

Commercial Curricular Materials: Examination and Appraisal Procedures

SEA Federal Agency Relations

Funding Patterns and Strategies

In addition to these work group sessions, the 94 participants heard statements from various OE, N.I.E., and CCSSO leaders about the issues discussed and the recommendations made by the work groups.

Outcomes

Some 75 separate recommendations were made by the work groups about the twelve issues addressed. These in turn tended to cluster into six areas which are reported in the Conference proceedings in the following manner.

Communication

The most obvious cluster to be found in the recommendations relates, in the broadest sense, to communication. This, of course, must be interpreted to include information gathering as well as information dissemination--information systems which provide for the necessary two-way communications mode. Many of the work groups expressed or indicated a need for improved methods or modes of communication: among states; from state to national; from state to local. Such improvement, it may be inferred, is essential to strong leadership in Career Education, at least insofar as those in leadership positions are concerned.

Funding

Several (over twelve) of the recommendations made by the various groups tended to fall around a centralized theme which related to funding. Interestingly enough, many of the recommendations did not have to do with either new or federal sources. Instead, there were those which indicated a need for utilization of existing sources and a need for a mix, as it were of federal, state, and local funds.

Throughout the several recommendations concerning funding, there is a common thread which suggests, quite strongly, that massive "add-on" monies will not be needed. Some "start-up" money will be needed to accomplish specialized tasks. Other than these, the assumption seems to be made that existing sources of funds, if redirected, will suffice.

Involvement of SEA/Other Personnel

Throughout the sets of recommendations there is a high degree of interest in and concern about the involvement of SEA personnel in Career Education efforts. The need, or the expressed desire, for departmental task forces, for in-service programs for SEA personnel, for visible support from top administrative levels, for mutually acceptable operational philosophy--and others--all point to a need for this sort of intra-departmental involvement. The work groups also recognized, in several of the recommendations, the need for meaningful involvement of what might best be termed "significant others." These, of course, would involve people from various segments of society--the community, business, labor, for example, to assist in development and implementation of Career Education programs throughout the individual states.

Evaluation

A fourth cluster of recommendations which emanated from the conference had to do with evaluation efforts. At least twelve of the prepared recommendations dealt with the problem and/or the potential of "good" evaluative efforts.

These did not all concern themselves with program evaluation, by the way. There were, of course, several recommendations dealing with program evaluation, but there were also several having to do with product evaluation, information evaluation.

Recommendations of this sort tend to add considerable credence to the idea that evaluation and accountability are perceived by state leadership people as being essential to the overall efforts in Career Education.

In-Service/Pre-Service

Collectively, at least thirteen of the recommendations dealt with training or re-training of teachers and SEA personnel. (Here again, it should be noted, a plea for more involvement of "non-educationists" was made. For example, it was suggested in one recommendation that professorial personnel other than those in professional education courses be "brought in." Another recommendation, perhaps one of the most innovative, calls for programs to be developed for people completely "outside" of the educational community.)

Other

The preceding clusters represent those in which twelve or more recommendations were visible. This is, of course, an indication of both interest and concern. It is not, however, exhaustive. Other clusters of recommendations are clearly recognizable. While they may be fewer in number than in the foregoing, they are by no means less important. There are recommendations relating to definition, to planning, to determination of need, and legislative involvement. Each of these areas denotes an area in which the state leaders also perceive the need for some additional action or effort.

THE WINGSPREAD CONFERENCE ON CAREER EDUCATION
SPONSORED BY THE NATIONAL URBAN COALITION AND
RACINE ENVIRONMENT COMMITTEE IN COOPERATION WITH
THE JOHNSON FOUNDATION

RACINE, WISCONSIN
October 21-22, 1974

Participants and Processes

Fifty-seven representatives of business, public affairs, education, government, industry, and minority groups met in the Wingspread Conference to consider Career Education in the inner-cities. Part of the impetus for the Conference was the desire of the National Urban Coalition that Career Education be made part of the curriculum of urban schools so as to increase the options available to low-income and minority students.

In an effort to develop plans that would open doors to higher education and careers to low-income and minority students, the participants sought to pinpoint the ingredients of a good Career Education program and determine what it takes to administer one successfully.

The program of the Conference included:

A speech by Kenneth Hoyt on Career Education for Minority and Low-income Students

Presentations of Career Education Models across the Nation with particular pertinence to the Inner-City

Presentations on Strategies for Achieving Change

Outcomes

The Conference participants formulated a model Career Education program thought to be adaptable to any city. The model's chief features were:

1. Life Competencies - Providing students with basic life competencies, such as skills in decision-making, problem-solving, value clarifying and goal setting.
2. Classroom Motivation - Helping students understand the career implications of academic subjects and using career-oriented methods and materials in teaching as one means of educational motivation.
3. Vocational Skills - Providing students with specific vocational skills that will enable them to find good jobs.
4. Work Experience - Providing observational work experience and work-study experience for students and for those who educate them (teachers, counselors and school administrators).
5. Job Placement - Establishing a job placement program for part-time and full-time work.
6. Reaching Families - Educating the families of students about the career education idea.
7. Opening up the School - Having business, labor and service organizations help design the school curriculum and serve in the schools as career development resource personnel.
8. Community Participation - Encouraging the widest possible participation by the community (school, students, parents, labor, service organizations and others) in deciding career education policies.

A corporate committee was formed to help carry the model from paper into practice.

At the request of President Ford, the recommendations drawn up by those at the conference were forwarded to the White House. The recommendations called for:

1. Creation of jobs to help make career education work;
2. Collaboration at all levels by federal agencies involved in the education and training of young people;
3. Full funding of career education over and above funding for vocational education and other allied efforts;
4. Multilingual, multicultural programs to bring career education to all young people.

The NUC has developed plans for a comprehensive career education program in secondary schools, based on the model developed at the conference, involving the interaction of the entire job community, including industry, labor and service organizations with the schools. The program would be launched on a demonstration basis by NUC affiliates in five selected cities.

At a meeting at the White House early in 1975 with a staff member of the Domestic Council, the NUC was encouraged to move forward with these plans and with its other efforts to stimulate public-private collaboration on career education.

U.S.O.E. MINI-CONFERENCES
WASHINGTON, D.C.
Summer 1974

Participants and Processes

During the Summer of 1974 approximately 275 persons were invited to attend one of twenty mini-conferences sponsored by the Office of Education. Most of the participants were nominated by their State Coordinator of Career Education as leading Career Education practitioners working somewhere within the K to 12 level. Also included were State Education Association nominees of practicing classroom teachers with active involvement in Career Education. The remainder of the participants were State department of education personnel.

Each mini-conference consisted of somewhere between ten and fifteen Career Education practitioners. The primary purposes were to: (1) allow practitioners to share their expertise with each other; and, (2) seek the advice of practitioners on future programmatic directions for U.S.O.E. in Career Education. Among the activities included in each of the two-day mini-conferences was a request to have each participant write a series of short "how-to" statements describing how they have gone about carrying out each of the Career Education implementation tasks found in the U.S.O.E. document "An Introduction to Career Education."

Outcomes

The direct outcomes of the mini-conferences were the publication by the Office of Career Education of Career Education, How To Do It, Creative Approaches by Local Practitioners. This publication compiles by educational level and by category a large number of "how to do it" activities found to be effective by the participants in the mini-conferences. In addition, the OE policy paper, An Introduction to Career Education, was evaluated and refined before being adopted and disseminated. Less direct outcomes were the sharing of experiences among participants and the renewed commitment to Career Education activities which such sharing generates.

GREGG NATIONAL CAREER EDUCATION CONFERENCES
1972-1975

Participants and Processes

Since 1972, the Gregg and Community College Division of the McGraw-Hill Book Company has sponsored national conferences in cooperation with Universities around the nation. While the overarching contexts have been business education and distributive education, the content of these conferences has typically paralleled the conceptual evolution of Career

Education and gone beyond the application of Career Education to vocational subjects.

Examples of the programs of the Conferences include:

National Career Education Conference
Rutgers University, July 14-18, 1972
Conference Theme: An Overview of Career Education
Examples of Program Topics:
- Establishing Support Services in Career Education
- Concepts and Elements of Career Education
- Objectives in Career Education
- Curriculum Development in Career Education
- Career Education in Business Education
- Philosophy of Career Education
- Career Education and Teacher Behavior

Gregg Summer Methods Conference
Virginia Commonwealth University, July 16-20, 1973
Conference Theme: DE's Tomorrows in Career Education
Examples of Program Topics:
- Finding Our Place in Career Education
- Establishing a Student-Centered Environment
- Exploring DE's New Frontier and Developing Competencies
- Implementing a DE Learning System
- Involving Data, People and Things

National Career Education Summer Methods Conference
Northern Illinois University, July 15-19, 1974
Conference Theme: Career Education: Living, Learning, Earning
Examples of Program Topics:
- The What and Why of Career Education
- The How of Career Education
- Learner Verification in Career Education
- Career Education: Opportunities and Problems
- The Contributions of Career Development to Organizing Career Education

How Occupational Choice Occurs, How the Schools Have Helped, and How They Could Help

The Paradigm of Man and Career Education

How to Involve the Community in Career Education

McGraw-Hill National Career Education Conference

Florida State University, July 16-20, 1975

Conference Theme: Career Education Implementation

Examples of Program Topics:

Basis of Career Education

Career Education in Early Childhood: Sesame Street

Administration of Career Education

Career Development in Career Education

Research in Choice-Making

Local Career Education Projects

THE CENTER FOR VOCATIONAL-TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

Perhaps more than any other single organization outside of the U.S.O.E. or N.I.E., the Ohio State Center for Vocational-Technical Education has been a center for the conceptualization of Career Education and for developing products pertinent to the concept. In addition, it has conducted a great number of major and minor conferences, several of which have been identified in the previous section. It is worth noting here other influences it has had on national policy in Career Education.

The most notable achievement of the Center has been its status as the prime contractor for the School-Based Comprehensive Career Education Model. However, the Center staff has also been involved in a range of complementary efforts which include basic research, evaluation of program, conceptual conferences, product development and field testing. Examples of these efforts include:

Teacher's Guides. Twenty-nine instructional guides for the use of teachers in grades K-12 have been developed. These include sets of learning experiences that focus on various elements of Career Education, career awareness and exploration and beginning competency and skills. Each learning set contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and evaluation-summary procedures.

Staff Development Guides. Twelve products have been developed which focus on suggested goals, strategies, and resources for planning the administrations and implementation of Career Education. Resource materials, transparency masters, and other suggested teaching strategies are used in many of the programs.

Community Involvement Materials. Two programs have been prepared which contain theoretical background information, references, planning models, and suggestions for developing ways to secure community support and participation in school-based career education.

In addition to the products described above, the Center has also been involved for several years in sponsoring review and synthesis papers dealing with a range of topics pertinent to Career Education. The Center has also been a leader in moving toward a systems approach to vocational guidance. As part of this effort, it has developed a number of modules by which a local school could do needs assessment, design a guidance program tailored to its needs, identify resources necessary, implement inservice activities and execute other dimensions important to installing such a system. This effort is labeled Operation Guidance and promises to be a highly significant effort.

THE CENTER FOR OCCUPATIONAL EDUCATION
THE NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NORTH CAROLINA

Like the Ohio State University Center for Vocational-Technical Education, the North Carolina State University Center for Occupational Education has been a significant influence in the shaping of Career Education, in constructing some of its content and in identifying implementation procedures. Its thrusts have been primarily in identifying the place of occupational education in career education and in studying the implications or work differences for educational planning. In addition to sponsoring specific conferences dealing with Career Education, the Center for Occupational Education has published a series of monographs dealing with various aspects of Career Education. They include:

The Structure of Occupations: A Role Theory Approach

Implementation and Administration of Career Education

Elementary, Middle School, and High School Curricula

Post-Secondary Career Education

Career Guidance

Placement and Follow-Up

Professional Development

Community Inovlvement

Education - 1985

An Anthology of 15 Career Education Programs

Ergometrics: A Systematic Approach to Some Educational Problems

The Development of the Occupation Analysis Inventory: An Ergometric Approach to an Educational Problem

Work Dimensions Derived Through Systematic Job Analysis: A Study of the Occupation Analysis Inventory

Catalog of Publications

The Center for Occupational Education also publishes a newsletter entitled the Career Education Communicator.

The seminars and conferences which have been conducted by the Center range across a wide spectrum of topics. Particular emphases have been given to such areas as:

National Seminar on Research in Evaluation of Occupational Education

National Conference on Accreditation of Public Post-Secondary Occupational Education

Seminar for Developing State Programs for Vocational Education Professional Personnel

National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas

Conference on Preparing Guidelines for Vocational and Technical Projects of the Appalachian Regional Commission

National Invitational Conference on Occupational Education for Chief State School Officers

NATIONAL ORGANIZATIONS, AGENCIES AND ASSOCIATIONS WHICH HAVE ENDORSED CAREER EDUCATION SINCE 1971

In an effort to identify the organizations, agencies and associations which have endorsed Career Education, fifty letters were sent to the major groups most likely to influence the implementation of or public/professional opinion regarding Career Education. It is important to note that in many instances this section has extrapolated support for Career Education from statements by some professional organizations that appear to be compatible with the philosophical or conceptual elements of Career Education even though the term Career Education is not directly addressed by such organizations. In other instances, support for Career Education by some organizations seems to be a corruption of the term as it is coming to be viewed by the U.S.O.E. or the N.I.E. In fact, these organizations seem to be substituting endorsement for the term Career Education for what in reality is vocational education or occupational education. Further some organizations give qualified support to current conceptions of Career Education and, then, they proceed to make extensive recommendations for modifications in such conceptions. Finally, one organization, the Council for Basic Education, continues to oppose Career Education although it endorses vocational and technical education. The responses received included the following:

American Association of Community and Junior Colleges

Personal correspondence from K. G. Skaggs, Specialist in Occupational Education, AACJC, enclosed no position statements but did indicate that over half of the total AACJC library collection is comprised of career or occupational education materials. Mr. Skaggs then sent materials supposedly descriptive of AACJC endorsement of Career Education. The publications sent for review by the current author included:

Proceedings of the National Seminar on Research on Evaluation of Occupational Education, 1968

Proceedings of the Post-Secondary Occupational Education Seminar, May 10-12, 1970

Occupational Training Opportunities for Rural Youth, 1970

Emphasis: Occupational Education in the Two Year College, 1966

Occupational Education in the Junior College, 1969

None of these publications addressed Career Education specifically. Rather the focus was endorsement of occupational education or technical education, each of which are valued components of Career Education but not its totality.

American Association of School Administrators

The AASA has been positively disposed toward Career Education and will be addressing the topic at its 1976 convention in Atlantic City, particularly in relation to "Career Education and the Community." The only specific position which the Association has taken in regard to Career Education is a resolution adopted in 1973.

> 33. Career Education
>
> The AASA supports the efforts being made to provide career education opportunities for all children. We encourage all schools to accept career education as a fundamental part of general education.
>
> In our society work is deeply involved in a person's concept of himself, and in the value society places upon him; in this context, career education must be a basic ingredient of public education. At every level, every teacher will help children value all work.
>
> Since career opportunities are numerous, diverse, complex and often changing, career education will organize them into comprehensible concepts and clusters for study by students. Such study will also include contact with the real world of work through interviews with working men and working women models as well as visitations and field trips.

> Career education will include the skills of job hunting and of job application and provide periods of actual work experience under educational guidance.
>
> Career education must emphasize the value of continuing education, that is, a constant attention to improving one's effectiveness, upgrading one's skills, and, if need be, moving into new career patterns in adult life when it becomes necessary through personal ambition or the exigency of obsolescence.

American Association of State Colleges and Universities

Correspondence from Kurt B. Smith, Coordinator for Program Development indicated that the Association has had since 1971 a Standing Committee on Career Education which has guided its efforts in defining purpose and developing programs in Career Education. Comprised of 317 State Colleges and Universities in all States and the Territories of Guam and the Virgin Islands, the AASCU indicates that its educational goals are defined in terms of "an affordable education that will prepare students in member colleges for chosen careers commensurate with their ability and knowledge, and which will fulfill their personal needs and society's needs." It has held two national conferences dealing with Career Education which will be discussed elsewhere in this paper.

There is no specific position statement available endorsing Career Education although the introductory statement to the Second National Conference on Career Education--Education to meet Present and Future Career Needs--tends to identify the perspective on Career Education held by the Association.

INTRODUCTION

The selection of the title "Education to Meet Present and Future Career Needs" for the Second National Conference on Career Education sponsored by the American Association of State Colleges and Universities (AASCU) was intentional, both for its ambitious scope and for its double meaning. Ambitious because the task we face will require imagination, sensitivity, energy, and coordination of many educational elements. A double meaning because we are dealing with the problems and solutions of present and furture career needs of the nation's economic force as well as education designed for the individual's present and future career needs. The present career needs of the nation will change as time, society, and technology advance, just as the individual will need to adjust, to update, and perhaps to change careers more frequently. Changes in career needs and the concomitant changes in both career education and education for careers is basic to the planning concerns of the 311 state colleges and universities comprising the membership of AASCU. Thus, AASCU's commitment to sponsoring a series of national conferences on career education is a natural response.

AASCU institutions, the "Colleges of the Forgotten Americans," have been successfully working toward today when the Forgotten Americans have become the "Remembered Americans." This has been accomplished by developing educational programs that address both societal and individual needs, and that are accessible to a large, diverse population. AASCU institutions have long served the "new clienteles" of the seventies. It was this group of institutions that early recognized the relationship between social and individual needs and career education. Career and liberal education are not incompatible. Liberal education as we know it today had its origins in the desire for career preparation, albeit limited. Since its origin, careers have multiplied, society and its needs have changes, and educational delivery systems have diversified. A review of Appendix A, "Conference Participants," will help underscore this breadth and diversity. Interests represented by these participants range from small two-year institutions to major graduate schools, private industry to public agencies; include private and public concerns; involve members of institutional boards, presidents, vice presidents, deans, associates, assistants, faculty, and unit chairpersons; and represent a variety of academic disciplines.

What did this diverse group find to talk about that would provide any constructive education? They recognized that career education includes professional and vocational training needs and is a part of the total educational reform movement that includes increasing accessibility, diversifying clientele, and developing new delivery systems. They discussed the marriages that must take place between levels of education, business, and all levels of government if we are to succeed in our career education responsibilities. Special focus was provided through career cluster workshops on allied health professions, business and related fields, environment, law enforcement and justice, science and technology, social and community services, and education. In addition to providing forums for targeted problem solving and the sharing of case histories, these workshops often provided springboards for discussion of common problems and needs of career education. These broader-based discussions were facilitated by speakers and panelists who dealt with specific roles of AASCU institutions; research on career education and its implications for needs assessment and planning; advising and placement and the proper coordination of them with academic programs; and career legislation status, plans, and needs.

The views as recorded on the following pages were often diverse. However, all are useful to anyone having a sincere interest in initiating sound career education programs, or improving existing ones. All views expressed agreement on the shared responsibility of the individual and society in providing better career development opportunities through improved career education.

American Personnel and Guidance Association

The American Personnel and Guidance Association represents more than 38,000 counselors who occupy roles in schools, colleges, rehabilitation agencies, correctional institutions, the Armed Forces, and in religious settings. Its position paper is focused primarily on the implications of Career Education for counselors, particularly those who work in schools. Nevertheless, the endorsement of Career Education is unqualified. Its endorsement of Career Education appears below:

CAREER EDUCATION: AN APGA POSITION PAPER

The Association recognizes that the methodologies employed in career education vary in focus, scope and magnitude. The Association endorses comprehensive career education activities centered upon career development that integrate the participation of educators with that of business, industry, labor and community personnel. This approach views the work and human development resources available in the broader community as important components of career education.

The American Personnel and Guidance Association recognizes and supports the concept that role statements can be formulated most appropriately for individual practitioners employed in specific settings. Thus, it is not possible or appropriate to formulate universal statements about their career guidance role in career education that are highly specific and/or restrictive.

The practitioner's assumption of an active career guidance role in career education programs is vital. The following set of counselor role statements is endorsed by the American Personnel and Guidance Association as appropriate and necessary for the conduct of career education in any setting.

1. Provide leadership in the identification and programmatic implementation of individual career development tasks. The Association supports career education that is organized around identified career development tasks facing individuals.
2. Provide leadership in the identification, classification and use of self, educational and occupational information. The

crucial importance of comprehensive collection, careful organization and appropriate use of such information is affirmed here. Additionally, the Association supports practitioner efforts to share such information with other personnel who are participating in career education programs.

3. Provide leadership in the assimilation and application of career decision making methods and materials. The Association supports practitioner efforts to involve other personnel in the use of career decision making strategies.

4. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons and to females The Association views career education as a vehicle for use in the human rights movement and believes the career guidance practitioner represents the most appropriate person to provide leadership and direction in this effort.

5. Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision making. The Association recognizes the need to use a wide variety of simulation and experiential activities as career assessment procedures to supplement the more traditional individual appraisal procedures. The career guidance practitioner is the professional qualified to guide the development and utilization of such procedures in the total career education process.

6. Provide leadership in emphasizing the importance and carrying out the functions of career counseling. Protection of freedom of choice for the individual rests upon self understanding as the basis for educational and occupational decision making. Thus the crucial importance of counseling, individually and/or in groups, is viewed by the Association as a fundamental element in the formulation and operation of career education. The necessity for professionally prepared career guidance practitioners being assigned primary responsibility for counseling is asserted here.

In addition to these six inseparable leadership roles, career guidance practitioners should be active participants in several other key career education activities. Whether viewed in a leadership or a participatory sense, it is essential that these specialists be actively involved in the following functions:

1. Serving as liaison between the educational and community resource groups.
2. Conducting career guidance needs assessment surveys.
3. Organizing and operating part-time and full-time educational, occupational and job placement programs.
4. Conducting follow-up, follow-through and job adjustment activities.

5. Participating in curriculum revision.
6. Participating in efforts to involve the home and family in career education.
7. Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele, as appropriate.

Implications for Members and the Association

The functions outlined above have implications for career guidance practitioners and for the Association. The changes in behaviors and practices of practitioners called for are far reaching and profound. In order to achieve such changes, massive in-service education must take place. Additionally, changes must be made in the educational programs that prepare the practitioner. Both of these efforts will require substantial investment of dollars, time, and energy. The American Personnel and Guidance Association commits itself to legislative efforts aimed at obtaining these resources. In general, it is the Association's intent to:

1. Support career education and actively champion it at federal, state, and local levels.
2. View the career guidance practitioner as a key, pivotal professional in career education.
3. Encourage the increasing use of paraprofessional or support personnel supervised by career guidance practitioners in career education.
4. Join in efforts aimed at providing in-service education for career guidance practitioners in the area of career education. It is the position of the Association that, with institutes and workshops, practitioners employed currently can increase their career guidance competencies and understandings required for effective participation in career education. The Association does not support the creation of a new specialty called the "Career Education Counselor." It is the position of APGA that it is preferable to include an expanded career development and guidance emphasis as a part of existing counselor education programs.
5. Support efforts aimed at changing counselor education programs in ways that advance sound career education practices.
6. Endorse and pledge support to the teamwork philosophy inherent in career education and the concomitant belief that career guidance practitioners should assume active roles as team members in career education.
7. Represent career guidance practitioners as one of several kinds of professional personnel who should be seriously considered to coordinate and direct system-wide career education efforts.
8. Encourage the installation of career guidance activities in support of career education in settings that influence career development.

The American Personnel and Guidance Association recognizes the existence of the widely differing views held by its members with respect to career education. It encourages each APGA member to reflect carefully on the philosophical basis and substance of career education and to develop an individual point of view which will guide the member's professional actions in career education.

American Vocational Association

The American Vocational Association has been supportive of career development in education since 1966 and of Career Education since 1971. While its affiliated group, the National Association of State Directors of Vocational Education, has prepared and approved a specific position paper, AVA itself has continued to adopt policy resolutions through its House of Delegates which bear upon Career Education. It also has sponsored a Task Force on Career Education which met in Portland, Oregon in December 1971 to recommend a position for AVA on Career Education.

Immediately following are the policy resolutions of AVA since 1971 which bear upon Career Education. The AVA Task Force Report appears in the section on conference reports.

POLICY RESOLUTIONS, December 8, 1971, Portland, Oregon

6. Industrial Arts in Career Education

Whereas, in response to an urgent need for implementing programs in Career Education in the schools of America, the Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, instituted an "Ad Hoc Committee on Criteria and Guidelines for Funding Industrial Arts under the Vocational Education Act of 1963 as Amended," which met in Washington, D.C. on October 26-27, 1971; and

Whereas, Industrial Arts, as a part of the total program of education from kindergarten through higher education and continuing education, offers distinct opportunities for each student to acquire educational, social, and occupational information and to engage in meaningful activities that provide opportunity for career decision making;

Therefore, Be It Resolved, that the American Vocational Association commend Commissioner Marland and Associate Commissioner Worthington and their staffs for their vision, concern, and cooperation in recognizing the value of Industrial Arts as an integral part of Career Education and for convening the Ad Hoc Committee of national leaders in Industrial Arts to assist in the development of a national thrust in Career Education.

10. Education for Careers

Whereas, the mission of the American Vocatonal Association is to provide leadership and services in an organizational structure for the promotion and implementation of a comprehensive vocational education program through which all individuals in all communities are brought to a level of performance in the world of work commensurate with their human potential and the needs of society; and

Whereas, the American Vocational Association at its meeting in December, 1966, adopted a resolution entitled "Expansion of Vocational Education" which asserted that the preparation for work is a continuous process, including occupational choice, competence, and advancement, and which called for the appropriation of additional funds to implement the expanded scope of vocational education; and

Whereas, the aforementioned resolution has been implemented through expanded education and manpower legislation, expanded, conceptualization of vocational education as manifested in the special provisions of the Vocational Education Amendments of 1968, and expanded programs and services under such legislation; and

Whereas, despite the expansions in programs and appropriations under the provisions of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, many youth leave school without a salable skill or a career objective; and

Whereas, it is estimated that workers will change occupations an average of five times during their work career; and

Whereas, Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, has advocated Career Education as a movement for educational reform, and has launched an extensive program to create an awareness of the movement and to develop new programs of Career Education; and

Whereas, adequate Federal legislation does not exist to implement the Career Education movement; and

Whereas, the American Vocational Association convened a Task Force of its members to consider the position of the American Vocational Association in the contemporary movement of Career Education;

Therefore, Be It Resolved, that the American Vocational Association affirm the importance of education, which is accessible to all, and which makes work possible, meaningful, and satisfying to each individual; and

Be It Further Resolved, that the American Vocational Association shall provide leadership for Education for Careers for all by:

1. Convening a national forum on Education for Careers which will involve the joint participation of all segments of the educational, industrial, business, and labor communities, to define the goals of such education and the strategies for its implementation. Such forums shall emphasize the convergence of the movements of vocational education, technical education, vocational guidance, vocational development theory, developmental tasks, practical arts, self-concept development, occupational structure, social stratification, and decision-making into a comprehensive program of Education for Careers.
2. Providing professional leadership to enable its affiliated organizations to sponsor similar forums at regional, state, and local levels.
3. Preparing and disseminating publications and information on Education for Careers.
4. Promoting a White House Conference on Education for Careers; and

Be It Further Resolved, that the American Vocational Association shall give high priority to these activities, and that the American Vocational Association shall report progress on these activities to its Divisional and Departmental policy groups at their respective meetings early in 1972; and

Be It Further Resolved, that the American Vocational Association initiate a major legislative effort beginning in the second session of the 92nd Congress to implement a program of Education for Careers. Such legislation should provide support for:

1. Programs at the elementary, middle school, secondary school, and post-secondary levels and continuing education, designed to develop an awareness of the world of work, develop career orientation and exploratory programs, provide specialized training for occupations and/or occupational clusters as needed at the secondary and post-secondary levels, and provide for training or retraining of adults for new careers.
2. Programs to be jointly sponsored by business and industry and the public school system.
3. Programs for the career of homemaking and recognition of the role of the family in Education for Careers.
4. Programs involving the efforts of employers to provide observational, work experience, and work-study programs for present and prospective workers.
5. Programs of vocational guidance activities at all levels of the educational structure.

6. Programs for placement activities.

7. Curricular development and the preparation of instructional materials for Education for Careers, and the education of professional personnel to use the newly developed curricular material.

8. Support for professional personnel development programs designed to prepare teachers, administrators, supervisors, guidance personnel, and others at pre- and in-service levels, including undergraduate and graduate training, in-service institutes and workshops, and sabbaticals to allow for further education and/or work experience.

9. Research and development programs and for exemplary programs designed to develop new models of Education for Careers.

10. National, State, and Local Advisory Councils on Education for Careers.

11. Involvement of Guidance Personnel in Comprehensive Career Development Programs

Whereas, career choice is important in the life of each individual; and

Whereas, helping individuals in career planning is a complicated process involving a continuously interacting combination of self-perception, environmental and social factors, and available career alternatives; and

Whereas, the expertise required to assist individuals in sound approaches to career planning requires the presence of professionally prepared guidance specialists; and

Whereas, in some states, efforts are currently under way to operate career development programs without recognizing or fully utilizing the expertise of professionally prepared guidance personnel;

Therefore, Be It Resolved, that the AVA go on record as urging and supporting the involvement of professionally prepared guidance personnel in comprehensive career development programs that include the active support and participation of all educational personnel.

POLICY RESOLUTIONS, December 6, 1972, Chicago, Illinois

5. Involvement of Guidance Personnel in Comprehensive Career Development Programs

Whereas, there is a national emphasis on the importance and need for career education for all; and

Whereas, career development is a basic concept of career education; and

Whereas, wise choices should be based upon an understanding of self in terms of interests, aptitudes, and abilities; and

Whereas, all youth should be aware of career opportunities and demands; and

Whereas, there is a need for acquainting all youth with the world of work at an early age beginning with career awareness in grades K-6, career orientation in the middle and junior high school grades and career exploration in grades 9 and 10; and

Whereas, there is a need for breadth in vocational course offerings so that young people may pursue vocational preparation in accordance with their occupational choices; and

Whereas, there is a need for vocational, educational, and personal career information and acceptance for all;

Therefore, Be It Resolved, that the American Vocational Association membership actively support the inclusion of professional guidance personnel in the development of educational programs designed to offer opportunities for youth to improve their awareness orientation and exploration of occupation.

POLICY RESOLUTIONS, December 5, 1973, New Orleans, Louisiana

3. Leadership and Funding for Career Education

Whereas, the American Vocational Association, through a variety of resolutions and activities, has exhibited leadership and support for the career education movement since its inception; and

Whereas, career education enhances the overall goals and purposes of all education, including vocational education; and

Whereas, career education provides a basis for unifying other elements of the community with the educational agencies as equal partners in the total educational process; and

Whereas, the implementation of a quality career education program will require leadership commitment, and resources from all educational disciplines and community agencies; and

Whereas, a large percentage of funds used by the U.S. Office of Education and the individual states to promote and develop career education has come from federal vocational funds; and

Whereas, much of the leadership and development of the career education concept has come from vocational educators; and

Whereas, this leadership and support has led to the misconception among educators and lay people that career education and vocational education are one and the same;

Therefore, Be It Resolved, that the American Vocational Association continue its leadership and support for career education; and

Be It Further Resolved, that the American Vocational Association seek guidelines to clarify the role and contributions of vocational education in respect to career education and identify action steps and procedures to involve vocational educators with all educational personnel and school and community agencies in the promotion, development, implementation, and evaluation of a comprehensive career education program; and

Be It Further Resolved, that the American Vocational Association strongly support alternative sources of funding for career education in addition to those appropriate for vocational education.

Association of Independent Colleges and Schools

Formerly the United Business Schools Association, the Association of Independent Colleges and Schools has no position statement on Career Education. However, correspondence from Mrs. Mary B. Wine, Executive Associate points out that all of the schools in this Association are organized to prepare people for careers in business and that many have career days when members of industry and business are invited into the schools to talk with the students. Further, Mr. Richard Fulton, Executive Director of the Association, testified before the U.S. House of Representatives Subcommittee on Elementary, Secondary, and Vocational Education (May 15, 1975) relative to the role of the proprietary schools in vocational education. Thus, this Association suggests a strong implicit, if not explicit, support for Career Education.

Boy Scouts of America

The Boy Scouts of America have given strong support to Career Education by integrating it with the Explorer Program. The following Special-Interest Release from the National Office, BSA, May 1973 represents the position statement of the Boy Scouts with regard to Career Education.

TO: Scout Executives Only

SUBJECT: Career Education (BSA and Exploring's Relationship)

Scout executives need to be aware of some unique developments in the field of education, especially as it related to career education.

In this *special-interest* release, we seek to explain the concept of career education; the relationship between Scouting and the school system and the steps you need to take locally to realize the full potential of career education as you work together with your school system.

About Career Education

Career education is educational reform. It may cover kindergarten through grade 12. Dr. Sidney P. Marland, Deputy Secretary of Education, proposed that a universal goal of American education assures that every young person completing a high school program be ready to enter higher education or useful and rewarding employment. Career education is the long-range goal of most state departments of public instruction and local school districts, and a variety of state and local models have been funded in every state.

In a school system offering career education, every child receives the same educational fare up to a certain grade and, at the same time, explores the world of work through a wide spectrum of occupational clusters.

Normally, the high school curriculum is divided into three educational tracks: general, vocational, and college preparatory. In a school offering career education, the general, vocational, and college preparatory tracks merge into one curriculum and students pursue an individualized year-round program both in and out of the school. Activities familiarize the student with the world of work by involving a variety of community resources including business, trades, and professions. It uses outside "learning centers" and "laboratories" such as the home and employers.

As a student progresses, the career exploration focus is narrowed. Career education is a "hands-on-experience" and "learning by doing." It offers activities that "try on" several occupations without comment to any career choice. The ongoing process of career education is based on the assumption that an individual reaches a career decision not at a single moment but through a series of experiences.

The BSA Relationship

What is the implication of career education for the Boy Scouts of America? The essential nature of Scouting's relationship with any partner organization is to supplement--not supplant--the purposes of the organization.

Cub Scouting, Scouting, and Exploring bring skills and program techniques to accomplish program goals through youth-related activities under adult leadership. Scouting supplements school curricular activities.

Exploring and Career Education

As we think of the relation between career education and Exploring there are several points to have in mind. It is not Exploring's focus on vocations which makes it unique because it aims itself at the total developmental needs of young people. Therefore, any cooperation between Exploring and career education must include these elements which define Exploring:

> Exploring brings groups of young adults and adults together who have a common interest in exploring a career in their own community.
>
> Through the democratic process of electing their own officers, young adults plan and carry out their own program based upon the sponsoring business, industry, professional group, service club, church, or fraternal organization.
>
> Exploring helps young adults realize the importance of preparing themselves for their adult role in society.
>
> Explorer Advisors set the example and work with post officers.
>
> Explorers come into close contact with top leaders of the community.
>
> Explorers take part in activities related to life experience areas, such as vocational, social, service, citizenship, outdoor, personal fitness, and their own special career interest.

Our purposes and the outcomes we seek are similar. But, the essential organizational integrity of the BSA in its unit organization and activity (as expressed through the Explorer program) must always be maintained.

Local Implementation

Every Scout executive should arrange an informational meeting with local school officials to assess the involvement of the local school district in the career education program. The aims, purposes, and methods of Cub Scouting, Scouting, and Exploring should be discussed. These meetings should include the school superintendent, president of the board of education, and persons involved in the curriculum, career development, and counseling departments.

Career education is a new opportunity to extend our program expertise in Exploring as we focus on needs of young adults. We must, however, maintain our policies related to chartered institutions and the organization of units. All units must have the assurance of continued adequate leadership, meeting facilities, program opportunities, and support by the chartered institution. We are concerned that abnormally large units may not provide for these necessary ingredients.

Formal relationships with school activities should be established based upon the capabilities of the council and the plans and programs of the school district.

Scouting as a community resource starts from a base of 63 years of experience in serving the youth of America. This experience can be invaluable in bringing new strength and benefit to this phase of education reform.

For additional information, we suggest that you contact your regional management center. Also, refer to Special-Interest Release No. 72-5--February 1972, "The Extended School Year and Scout Camping," and the brief outline, "Use of Scouting Properties by Other Groups," dated January 1, 1971, available through the Camping and Engineering Service.

Chamber of Commerce of the United States

The national Chamber of Commerce has testified before the Congress in behalf of Career Education, has conducted two national conferences on the subject, and has sponsored several Career Education projects. It has been a significant force in its varied support of Career Education.

The Chamber's position on Career Education can be identified quite precisely in two places: (1) introduction to the Congressional testimony on Career Education provided by Eugene Sydnor in behalf of the Chamber on May 20, 1975 and in the introduction to Career Education (1975) a booklet prepared by the Chamber. These follow:

Testimony of Eugene Sydnor in behalf of the Chamber of Commerce on Career Education before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor, May 20, 1975.

WHY THE COUNTRY NEEDS CAREER EDUCATION

Three years ago, our Education Committee examined the performance of our public schools. The committee's findings were both complimentary and critical: complimentary because we learned that the schools, despite major obstacles, have vastly improved the education of our youth; critical because this improvement still falls short when measured against rising expectations and changing employment conditions confronting today's young people.

The schools are to be commended for achieving a 50 percent decline in the dropout rate in the past 20 years. Yet, some 900,000 students still leave school before earning a high school diploma -- at a time when the bottom rungs have been chopped off the job ladder. Forty years ago 30 percent of all jobs were unskilled or required few qualifications other than a willingness to work and do as one was told. Today, such jobs number only 4 percent or less of our national labor market.

On the other end of the spectrum, there are college graduates unable to find employment appropriate to their education, while some technical positions requiring less than 4 years of college -- but offering good pay and a promising future -- remain relatively difficult to fill.

Admittedly it is difficult to achieve a satisfactory match between worker skills and job requirements. The labor market is too dynamic and fragmented to permit an accurate forecast of all the types of skills that will be needed. But surely we must improve the present situation in which teachers and students alike too often have little, or no, knowledge of the skills and attitudes employers will require.

The schools, however, cannot be expected to achieve the necessary reform alone. Since education is a demanding profession, almost all educators have spent their entire lives in this field. Their knowledge of what employers want and need must therefore come from employers themselves. Businessmen and labor leaders and educators must get together on a continuing basis -- especially at the secondary and higher education levels -- to review curricula in light of known career opportunities. Career education offers the conceptual framework for this collaborative approach.

Briefly, we view career education as a concept that:

-- Stresses the career implications of both academic subjects and vocational training.

-- Applies to all students who will work someday: the prospective post-graduate candidate as well as the prospective dropout.

-- Applies to higher education as well as elementary and secondary education; to the liberal arts major as well as the student in a technical institution.

-- Maintains that personal adaptability in a changing economy requires a good foundation in the skills of thinking, analyzing, synthesizing, and communicating, but that these skills must usually be complemented with a demonstrable, specific competence.

-- Recognizes that preparing young people for their life's work is but one important objective of education, with other objectives including education for citizenship, culture, mental and physical health, and leisure.

As set forth above, career education can succeed only through a close, continuing relationship among educators, employers, labor leaders, and other community groups. And while any interested person can and should take the initiative, chances for success are enhanced if professional educators provide the leadership.

The Chamber of Commerce Concept of Career Education

OUR CONCEPT OF CAREER EDUCATION

At the outset let us affirm that the highest aim of education is the development of the qualities of character. For in teaching honesty, justice, integrity, and respect for person and property lies the hope of domestic tranquility and good will in our society--the basis for progress.

Another basis for tranquility and progress is a citizenry using fully its talents at work--that is, in those activities, paid and non-paid, which provide satisfaction for the individual and benefit to society.

Career education complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life--a man's or woman's work. Education and work are artifically separated today, but they were not so divided in the past and should not be so in the future. A linking of education and work is even more important in a dynamic industrial-service economy than in a less complex economy.

Career education, therefore, seeks to remove the barriers between education and work by emphasizing preparation for work as a major goal of American education at all levels--from the elementary schools through the secondary schools and the universities, colleges, and technical institutions.

Career education benefits all students because they will commence work--begin a "career"--at some point in their lives, whether they leave school at age 16 or graduate from the nation's most prestigious medical or law school at age 30. It therefore applies to the student who will seek a graduate degree as well as the potential dropout. It especially benefits indifferent students by making their learning experience relate to the many ways people spend their lives. And it also helps the young woman who needs to be made aware that even though she gets married and has a family she may spend 25 years or more in full-time employment outside the home--and she will spend 40 years or more in the workforce if she does not marry.

Career education expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work, and by giving students preliminary skills to enter any one of a cluster of different careers. It encourages boys and girls and men and women to consider non-traditional, as well as traditional, careers. And it reminds us that in a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and work.

Career education seeks to enable all persons to make personal, informed career choices as they proceed through life. To do this, they must learn to identify their strengths, weaknesses, interests and aversions. They must then relate these to requirements of the world of work and of the various levels and types of education. This process is vital to a fully useful life, since career decisions are often required several times, and include decisions about promotions and changes in assignments as well as the selection of an occupation or profession. Youth and adults who learn career decision-making skills will have greater career satisfaction regardless of changes in the job market.

Career education believes that learning occurs in a variety of settings, and therefore requires relationships with the business-industry-labor-professional community to provide learning experiences not available to students in a conventional classroom environment.

Career education urges that society reappraise its value system to help ensure the respect due all types of work, and to help make unsatisfying jobs more meaningful. It calls for recognition that some technical skills provide services just as useful as some managerial/professional skills.

Though career education emphasizes the preparation of all people for their life's work, as mentioned earlier it also recognizes that there are other important and proper objectives for our education system. These include education for integrity in human relationships, for effective home and family life, for leisure, for citizenship, for culture, and for mental and physical health. The school experience must always aim to provide for every child and adult the opportunity to cultivate the quality of intellect, as well as the artistic and moral sensibility, that will lead to useful and satisfying lives.

Finally, career education does not mean education without rigor. Indeed, by stimulating interest in learning and thereby in evoking improved student effort, career education offers an important potential for raising the level of student performance in all school subjects.

In summary, career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

The Council of Chief State School Officers

The CCSSO has been actively supporting the shape and implementation of Career Education since the term's introduction in early 1971. It has held several conferences and sponsored various Career Education projects. While its actions have demonstrated continuing support of Career Education, the document closest to a position paper on Career Education emerged from a CCSSO Conference in April 1975. That statement and the recommendations, which were approved by the Council membership on June 13, 1974, are presented below:

PRESENTED TO AND APPROVED BY COUNCIL MEMBERSHIP
JUNE 13, 1974, WASHINGTON, D.C.

STATEMENT AND RECOMMENDATIONS PREPARED BY
CCSSO COMMITTEE FOR CAREER EDUCATION FOR
CONSIDERATION BY THE COUNCIL OF CHIEF
STATE SCHOOL OFFICERS

Introduction

At the conclusion of the recent (April 1, 2, and 3) conference on Occupational Education, Vocational Education, and Career Education in Pinehurst, North Carolina, the CCSSO Committee on Career Education was requested to formulate a series of recommendations concerning Career Education that could be considered by the Council at its June meeting. In response to this request, the following recommendations have been developed by the Committee and are herewith presented to the Council for its consideration and appropriate action.

The recommendations of the Committee are included under four separate categories: (1) Definition; (2) Implementation; (3) Research and Evaluation; and (4) Funding. These are discussed in the following paragraphs:

A Definition

The Committee is cognizant of the need for operational definitions of Career Education to be developed within and by the individual states. The Committee is of the opinion, however, that the Council should adopt, as a base, some type of functional definition into which state definitions might fit.

IT IS THEREFORE RECOMMENDED that the Council adopt, or indicate its agreement with, the following tentative definition of Career Education.

> Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

Implementation

The Committee recognizes the efforts that have been made in several states on behalf of Career Education, and notes the progress that has been made during the past few years. The Committee, however, is also cognizant of the problems encountered by the states as they have continued their efforts to implement the concept of Career Education on a state-wide basis. It is the opinion of the Committee that while individual SEA's will need to continue in their leadership roles, the implementation of Career Education in every state could be greatly enhanced through a demonstrable program of support at the national level.

IT IS THEREFORE RECOMMENDED that the Council of Chief State School Officers create a National Career Education Task Force. Such a Task Force would be broadly representative of the educational and business-industry communities, and would be given responsibility for exploring, developing, and recommending strategies relating to legislative guidelines, funding patterns, and research needs.

IT IS ALSO RECOMMENDED that the Council of Chief State School Officers, through its appropriate Committees, continue to seek and support legislation that will encourage and assist in the implementation of Career Education in the United States such as that embodied in Section 407 of S. 1539 (H.D. 69).

IT IS FURTHER RECOMMENDED that the Council of Chief State School Officers, again through the appropriate Committees, i.e., the Career Education Committee, the Legislative Committee, and the NIE Committee, coordinate the efforts currently being made, and to bring them all to bear on the overall problem of implementation.

IT IS STILL FURTHER RECOMMENDED that the Council of Chief State School Officers, as a demonstrable measure of its commitment to the potential of Career Education, adopt a policy calling for the functional inclusion of Career Education programs in all states and extra-state jurisdictions at least by the end of the present decade.

Research and Evaluation Efforts

The Committee fully recognizes the importance of evaluation in any program development of implementation effort. It is important that measures or indications of progress be made or developed; it is equally important that some assessment be made concerning the worth or value of the effort. To some degree, evaluative efforts are taking place. It is the opinion of the Committee, however, that increased attention and emphasis is needed in evaluative efforts in the several states and the nation.

IT IS RECOMMENDED, THEREFORE, that the Council of Chief State School Officers endorse and support the development of strategies designed to assess Career Education efforts in terms of program, process, and product throughout the United States.

IT IS FURTHER RECOMMENDED that the Council of Chief State School Officers, through the appropriate Committees, identify and explore existing sources and the extent of information, and recommend to appropriate agencies (NIE; USOE; etc.) actions which might be taken to eliminate informational gaps.

Funding

The Committee is cognizant of the fact that several states have been able to identify and utilize state appropriated funds for Career Education efforts. The Committee also recognized that other states have been able to utilize federal monies (Voc-Ed funds) to develop and implement Career Education programs. The Committee is of the opinion, however, that the probability of attaining the goals and purposes outlined in the preceding recommendations will be greatly increased if federal funds, specifically earmarked for Career Education purposes, can be made available to the SEA's.

IT IS RECOMMENDED, THEREFORE, that the Council of Chief State School Officers actively seek the establishment of a state grant program that would provide a minimum sum (not less that $100,000) to each SEA for each of the next five years for purposes of Career Education development, implementation, staff preparation, or program expansion.

National Advisory Council on Adult Education

The National Advisory Council on Adult Education is quite supportive of Career Education as a concept. However, it also believes that adults are being short-changed in the current research and implementation models. In particular, this Council is concerned about the implications of Career Education for those adults returning to school for remedial or renewal education. Abstracted from the Council's total position paper in the following sections are its major positions and respective recommendations concerning Career Education. The Council believes that by taking these positions, it can influence the direction of Career Education to ensure inclusion of countless number of adults who will benefit from adult education with a Career Education approach.

POSITION: It is the Council's position that adults have diverse career needs and they can benefit from an adult education focus. The diversity of adults to be served ranges from the illiterate to the professional and includes the dropout, the handicapped, the employed, the unemployed, and the underemployed.

RECOMMENDATION: The Council recommends that career education research models be modified or developed to reflect the diverse needs of adults. Specific opportunities must provide for career education entry and exit at any level. The present emphasis on age limits, sequential curricula, and prescribed entry tends to limit adult opportunities in career education. The Council further recommends that adult education representatives immediately develop career education models to more fairly reflect the diverse needs of adults.

POSITION: The Council believes that lifelong learning, as opposed to extended schooling which ends at a point in an adult's life, should become a reality in our society. To accurately reflect this reality, career education must adopt a lifelong learning approach based on problem-solving.

RECOMMENDATION: The Council recommends that career education reforms concentrate on a broad base which emphasizes knowledge and skill. With a knowledge base, an adult can learn and unlearn quickly, move from career field to career field easily. In a skills base, the adult becomes obsolete when his job is terminated. Cost factors, time considerations, and accountability trends make a knowledge base mandatory in preparing adults in both remedial and career renewal areas.

POSITION: It is the Council's position that career education must provide the adult with the mental and manual skills necessary to perform effectively on the job. In addition, adults must develop positive attitudes about work, school, and society to help them experience success in these areas.

RECOMMENDATION: The Council recommends that the highest flexibility possible be built into the cluster concept of career education.

Cognitive and affective skills of adult and children differ regarding education for job preparation, procurement, and retention. The Council further recommends development of a career education curriculum for adults which reflects differing cognitive and affective education needs.

POSITION: It is the Council's position that the adult learner suffers when those agencies and institutions serving the adult fail to coordinate their services. Articulation is vital among all segments and levels of education serving the adult. These levels include elementary and secondary schools, vocational-technical schools, junior and community colleges, and all of higher education. There must be articulation also among all agencies of a community serving the adult, including welfare, labor, health, and education agencies.

RECOMMENDATION: The Council calls on career education planners to recognize that adult education has primary responsibility for reaching all people beyond the regular school age not currently enrolled in high school or in college. The Council recommends that career education planners devise an effective means of coordinating the efforts of all education groups and agencies having adult emphasis and that adult educators accept the challenge of a coordinating plan.

POSITION: The Council's position is that a community school concept is an ideal learning environment for adults as well as children. Reforms in high school education and high school equivalency for adults in career education can be adapted into the extended day, expanded year concept of a community school.

RECOMMENDATION: It is the Council's recommendation that career education planners develop a community school model for career-oriented adult education. This model could provide flexible opportunities for adult entry and exit at all education levels in a variety of remedial, renewal, and redevelopment needs. The Council further recommends that adult education representatives initiate the model planning groups for full utilization of educational facilities.

POSITION: The Council's position is that there is a need to provide an entirely new scheme for preparing teachers and counselors of adults in a career education framework. University and inservice preparation of these teachers and counselors should prepare them to meet the cognitive and affective needs of adults in remedial, renewal, and redevelopment areas of work.

RECOMMENDATION: The Council recommends that a teacher-counselor-administrator training model with career education emphasis be developed. The national staff development plan under Section 309 (c) of the Adult Education Act should contain career education components in staff training. Appropriate university, school, community, and work experiences should be included in the model. A substantive vacuum will exist until such a training model is developed and until such teachers-counselors-administrators are actively involved in the adult education-career education scheme.

POSITION: The Council's position is that materials of a problem-solving nature, devoid of grade level reference, are needed in adult career education. Tests encompassing both cognitive and affective skills are necessary for accurate evaluation of a career based curriculum for adults.

RECOMMENDATION: The Council recommends the development and use of materials and standardized tests which provide the best information to adult teachers, counselors, administrators, employers, and the student to enrich the learning environment.

POSITION: It is the Council's position that state plans are a vital means of providing effective career education programs for adults related to the needs of individuals in each state. Adult educators should be involved in providing leadership for activating and reviewing these plans as the guidelines are developed by the USOE.

RECOMMENDATION: It is the Council's recommendation that an annual state plan for adult career education be presented and reviewed before adult education appropriations are allotted to the states. Evidence of advisory group involvement, agency coordination, and attempts to reduce program duplication should be required as part of each adult education state plan. Further evidence should be required for identifying ways in which agencies carry out and evaluate their adult career education services.

POSITION: The Council supports the concept of financial and program accountability in adult career education programs. In measuring the success of each adult after career-oriented education, the Council supports the concept of meaningful employment as the measure of the program's success.

RECOMMENDATION: The Council recommends that fiscal accountability and program justification be made a part of adult career education evaluation techniques. Employment whether it be new or upgraded should be made available to all adults successfully completing programs.

The National Advisory Council on Vocational Education

The NACVE has developed eight reports on areas of major educational significance. The Eighth Report is, in fact, entitled A National Policy on Career Education. This report supports Career Education unequivocably when it says "We need desperately, a kindergarten through university career system serving people of all ages, children and adults in all settings (p. 5)... Not since the Morrill Act of 1862 has there been a proposal for educational reform that has such support from both the business and industry community, and from the public schools. We believe there will be very little Congressional opposition to a sensible support program for career education. It offers an unusual opportunity to deliver an optimum program (p. 6)." The National Advisory Council on Vocational Education, then proposes the following recommendations for developing a national policy on Career Education:

1. That the Department of Health, Education and Welfare, in initiating new legislative proposals, maintain a separate funding system for career education. This recommendation was previously made by the National Advisory Council on Vocational Education in testimony before the Senate Appropriations Subcommittee on Labor-HEW on July 14, 1974.
2. That policymakers and legislators recognize that career education and vocational education are not synonymous. The curriculum development being done in the name of career education, which is largely concerned with orientation into the work ethic at the elementary and secondary levels for students not in vocational programs, does not meet the needs of vocational education curriculum, which deals with teaching specific occupational skills.
3. That federal funds for career education be used by local school systems to pay only the differential costs of career education as compared with the costs of conducting established educational programs currently offered by the schools.
4. That federal career education funds be utilized by the states and other appropriate jurisdictions at their discretion, in terms of priorities for initiating and establishing career education in their school systems.
5. That the Office of Career Education, reporting directly to the Commissioner of Education, be promptly established for the

purpose of coordinating the management of funds, program implementation, research, professional development, and other career education activities of the Office of Education, the National Institute of Education, the National Institutes of Health, and other components of the Department of Health, Education, and Welfare, and for publishing special reports dealing with successful career education developments, practices and innovations.

6. That not less that $15 million be appropriated annually for FY 1975-76 for career education as authorized by the Education Amendments of 1974.
7. That any new legislation dealing with career education be considered separately from the Vocational Education Act in order to keep clear the distinction between vocational education and career education.
8. That in implementing career education, educators and administrators at all levels design and utilize their programs in a comprehensive, integrated manner which will accommodate the lifelong educational needs of all our people. Our institutions must be flexible enough to permit career exploration, without foreclosing opportunities for higher education.

The National Assessment of Educational Progress

As a project of the Education Commission of the States, the National Assessment of Educational Progress has not and does not plan to prepare position papers with regard to Career Education. However, one of the ten learning areas assessed in this project is Career and Occupational Development. In this learning area, it has identified a series of specific objectives and their relevance to different age groups of students. These have been published in a monograph entitled, Career and Occupational Objectives (1971). The project will issue a first report regarding levels of achievement of young Americans (9-, 13-, 17- and adults 26-35 years of age) which will be released in early Spring 1976.

National Association of Independent Schools

NAIS has taken no position on Career Education. However, correspondence from Wellington U. Grimes, Director of Academic Services, indicates general operational support in member schools for various elements of Career Education. He states:

> I presume there are few activities of our organization and the member schools that go under the heading of Career Education. However, a great deal of time and energy is expended in helping young people think about their future educational plans and goals... In recent years also, the majority of our schools have been offering various types of experiential or work study opportunities. These programs have done much to expose the young people to the practical problems in the adult world.

National Association of Manufacturers

The National Association of Manufacturers does not have a separate position statement on Career Education. However, as pointed out in personal correspondence by Mr. Lee Hamilton, Vice-President, the National Association of Manufactures is one of the organizations which cooperated in the monograph, Career Education, published by the U.S. Chamber of Commerce and reported elsewhere in this paper. Such cooperation would appear to be a de facto endorsement of Career Education.

While NAM has not used the term Career Education in its official publications, it has produced publications and adopted policies which seem consonant with some elements of Career Education. Among the publications related to Career Education are such examples as: Industry-Education Councils: A Handbook; Industry-Education Coordinator; Community Colleges and Occupational Education. In each of these publications endorsement of cooperation by industry in career guidance efforts by schools, provision of resource persons, and other forms of support pertinent to Career Education are apparent.

Finally, the National Association of Manufacturers has adopted in its General Education Policy at least two sections which bear rather directly on elements of Career Education even though the term itself is not used. They include:

Industry and Education Cooperation

It is paramount in our democratic system that each individual, as a responsible citizen, participate actively in appropriate matters pertaining to education. The Association believes that there are many areas in which business and industry can effectively participate in the enrichment and betterment of education. In order to reap the maximum benefit of this participation, the Association advocates that a qualified person of appropriate rank be designated at the federal, state and local government education levels, to coordinate and encourage business, industry-education cooperation particularly in those areas where business and industry are in a position to make unique contributions to the betterment of education overall. These may include among others:

1. Encouraging and supporting programs at all levels of education aimed at bringing about a better understanding on the part of all--students, teachers, employees, and the public at large--of the contributions and inherent potentialities of our system of competitive private enterprise and democratic government.
2. Providing current information on specific areas of educational emphasis necessary to meet the current and future manpower and new knowledge needs of business and industry.
3. Assisting in the extension and improvement of technical-vocational educational programs aimed at improving the employability of youths and adults.
4. Sharing programs, techniques and methodology developed in industrial training activities with educational institutions and others conducting training programs.
5. Participating in programs of cooperative education (work-study programs) and summer employment for students, teachers, counselors, and administrators.
6. Encouraging, supporting, and assisting, when requested, in the establishment of sound practices in areas of management, construction, operation and finance.
7. Contributing financial and other support, including equipment and use of facilities, to assist students and faculty in the pursuit of their work.
8. Encouraging support of research aimed at improving the teaching-learning process.
9. Encouraging through its member companies the active participation of company personnel in educational activities at all levels.

Vocational Education

The social and economic well-being of large numbers of high school students who seek employment directly upon graduation is largely dependent upon the effectiveness of their elementary and secondary education programs in preparing them for participation in the world of work. Industry believes that many vocational education programs do not adequately meet the occupational training needs of the student or industry's manpower requirements.

To improve the effectiveness of occupational education in providing students with the qualifications needed to get and hold a job, industry believes:

1. All students' learning experiences should include general orientation to the world of work beginning with the elementary grades, and industrial arts programs at the intermediate grade levels should be kept up-to-date to reflect advancing technology.
2. Secondary vocational education students can be served better by programs which integrate both academic and occupational training into a total environment education to provide students with the opportunity to develop social and self concepts, proper work attitudes, adequate reading and computational skills, a desire to achieve, as well as general occupational education rather than over-specialized training.
3. The diverse educational and occupational needs of vocational education students can be satisfied better by a broader, more flexible range of programs. Furthermore, cooperative programs should be expanded even when this requires modification of existing statutes.
4. Systematic and standardized methods of evaluating programs based on results should be required.
5. Industry and school systems are encouraged to enter into performance contractual arrangements for industry to provide occupational training.
6. Parents, students, educators and guidance counselors should become more aware of the critical importance of developing students' occupational orientations to enable them to get jobs and achieve full career potentials. In this regard, industry should communicate to educators, the public, and guidance counselors the value, dignity, and personal fulfillment of careers in the world of work.
7. Employers should determine more realistically the occupational and academic requirements for jobs and communicate these to educators, counselors, and students. Wherever realistic requirements have not been established, employers should redefine hiring and upgrading standards in order to eliminate nonrelevant requirements.

National Association of Secondary School Principals

For the past fifty years the NASSP has been actively studying the concept of action-learning to which they tend to relate Career Education.

Action-learning is the opportunity for students to participate in society as paid or voluntary workers. It includes such areas as cooperative education, community service internships, work experience opportunities and career exploration for students. In the view of NASSP, Action-learning aims to reestablish the all around education of the individual. It offers the opportunity for experiential learning and for a partnership with adults, opportunities that gradually slipped from the life of most youth during the 50's and 60's. According to the NASSP, Action-learning also provides an integrating framework upon which the curriculum may be shaped. It makes work and study interdisciplinary, allowing for the mutual strengthening of both sectors. On the one hand, academic course content can be tested for relevance. On the other, the experience of work can be gleaned for some deeper understanding about life. But most importantly, the interdisciplinary thrust of action-learning provides important opportunities for youth to understand and to appreciate the constant interplay in the adult world between study and work.

As part of its growing advocacy of Action-learning, the NASSP has published a monograph entitled 25 Action-Learning Schools (1974), a special issue of the NASSP Bulletin entitled Action-Learning, A Report of NASSP's Wingspread Conference, (November 1974) and a Curriculum Report entitled Community Service, One Path to Learning (May 1975). Throughout these reports there are allusions to content which would be amenable to Career Education or are related to projects spawned by Career Education Model I, the School-Based Comprehensive Career Education Model or Career Education Model II, the Experience-Based Career Education Model.

Although the NASSP has taken no specific position on Career Education, it has endorsed the concept in other ways. For example, it has published a special issue of the NASSP Bulletin entitled, Career Education, What It's All About (March 1973) and more directly it has published a Curriculum Report entitled, EBCE: A Design for Career Education (February 1975). However, it appears that the most direct support of Career Education by NASSP is found in its monograph Secondary Schools in a Changing Society, This We Believe (1975), a Statement on Secondary Education Prepared by the Task Force on Secondary Schools in a Changing Society of the NASSP and accepted by the Board of Directors of the NASSP. The following excerpts from it are direct support of Career Education.

> The Association believes that the routes available to youth to become adults are insufficient. The artificiality of the present arrangement must be amended by the addition of authentic experiences. The adult world should be recoupled with youth. Youth can, and should, assume more responsibility for the welfare of others. Youth should have the opportunity to work seriously at community aims as well as for individual goals. And youth should have learning opportunities in the practical and specific realm as well as those which are vicarious and theoretical.
>
> Among the psychosocial characteristics of youth are a full development of abstract thinking and a high cognitive capability, traits served by traditional schooling. But other equally significant attributes of youth are these: (1) a drive for independence, (2) a movement toward mature personality, and (3) an interest in career selection and preparation. Do today's schools provide adequately for the development of this entire range of psychosocial attributes? Do the school curricula allow the fulfillment of these qualities?
>
> The Association believes that the secondary school curriculum should be redesigned and placed in a more comprehensive setting. Opportunities for service and work, serious contact with adult institutions, and experiences which span age and ethnicity need to be a part of secondary education. Thus would schools become less exclusively cognitive, egoistic, and segregated by age and culture.
>
> The times call for more than the simple addition of a few courses. Rather, a new and different perspective must be brought to bear. Among the pertinent questions to be asked today in making a thoughtful analysis of the secondary school curriculum are these: What total set of experiences makes sense for a healthy transition of contemporary youth from childhood to the adult world? How can society best provide for the full development of youth in an era of specialization and transience? How may the education of youth be benefited by the various institutions of society? What roles do the schools assume in the overall design?

The basic responsibility of the secondary schools within this total context is to instruct students. Even as new understandings develop of the broader needs of youth, the secondary schools must make an honest appraisal of their own limitations to serve all needs of all youth. Where learning, or the planning or sponsorship of learning, is not the central purpose at hand, institutions other than schools should provide the needed services. Schools should not presume to be the singular cocoon of youth; they cannot furnish all services to all youth.

Learning is not confined to the classroom, however. Superior instruction may occur in a variety of settings, both on and off the school campus. As the sponsor and caretaker of the educational needs of youth, schools will necessarily develop a broader definition of education than commonly is applied today. The community as well as the school affords splendid opportunities to learn.

Two other dimensions of the Common Learnings curriculum are highly significant. Their presence in the life of youth is important. The Association believes that multicultural understandings should be reflected throughout the curriculum. They should be interwoven with a number of subject areas, to include English, social science, science, and the fine and practical arts.

The cultural roots of the United States are extraordinary, coming from Europe, Africa, Asia, and the Americas. They constitute a richness of resource unparalleled in other nations of the world. Whether in music or military campaigns, in literature or scientific inventions, the contributions of all these peoples together form the complete story of the nation. This story endows youth with a unique heritage, one that when understood is appreciated. These understandings should grow, course by course and year by year.

A well articulated and integrated curriculum in multicultural/multiracial understanding should be part of every student's education irrespective of the composition of the community. Schools that enroll significant numbers of a particular ethnic minority should expand the units that are devoted to the contributions of that ethnic group. This approach not only enhances the education of the majority student, it also adds to the sense of pride and identity of the minority student.

The Association believes that serious attention also should be given to career awareness and career preparation, and that their presence is appropriate to most subject areas. While some of the current deficiencies in career education will be ameliorated by a closer integration of school and community, full benefit will be gained only by preparation for such experiences. Work is potent. No society can survive without work. Most people spend a lifetime at work and identify to a considerable degree with their chosen careers. Schools, therefore, have the responsibility to develop programs of career awareness and career training that will acquaint students with a variety of work values and roles.

National Association of State Directors of Vocational Education

In one of the earliest official endorsements of Career Education, the National Association of State Directors of Vocational Education met in September 1971 in Las Vegas, Nevada to affirm its total support of Career Education and to define its characteristics. In addition to stating its unequivocal support, the NASDVE position paper went on to state:

POSITION PAPER ON CAREER EDUCATION
NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

Adopted at Las Vegas, Nevada -- September 17, 1971

In the quest for relevancy in education, nothing is more pertinent than providing every youth with the capability to make intelligent career decisions--and the opportunity to prepare for entry and progress in such careers.

Central to the belief that career decisions must be made through sensible choice rather than by haphazard chance--and that actual preparation for entry into careers in an organized, purposeful manner is a self-evident requisite--is the preposition that public education, from kindergarten through college, must set about making arrangements of organization and instruction that will meet such needs.

It is the belief of the National Association of State Directors of Vocational Education that Career Education, constituting a central theme in the total universe of public education, should be assigned high priority throughout the nation--in every state--and in every public educational agency! It should become a major objective of public education, with its achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both the talents and the ambitions of every citizen.

The National Association of State Directors of Vocational Education pledges vigorous support of Career Education as an emerging, essential concept that will provide a viable system of learning experiences which will assist all youth to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites for all occupations, and opportunities to prepare for gainful and useful employment.

It is this latter component of Career Education--that of opportunity to prepare for employment--which can be well-served by contemporary programs of occupational education. To deny this climaxing opportunity--whether such preparation be performed at the secondary level, post-secondary level, in adult classes, or in business and industrial enterprises--is to nullify the purpose of Career Education and is to make futile a realistic goal of education.

In this context, we believe further, that the following characteristics are inherent and essential aspects of Career Education:

1. Career Education is not synonymous with Vocational Education but Vocational Education is a major part of Career Education.
2. Career Education enhances rather than supplants public school educational programs.
3. Career Education is an integral part of the total public education enterprise.
4. Career Education involves all students--and all educators.
5. Career Education involves extensive orientation and exploration of occupational opportunities.
6. Career Education emphasizes individual instruction and student determination.
7. Career Education is a continuum that begins at kindergarten and extends throughout employment.
8. Career Education contributes to student incentives and aspirations.
9. Career Education includes specific preparation for occupations.
10. Career Education assures realistic occupational choices.
11. Career Education promotes wholesome attitudes towards all useful work.
12. Career Education permits each student to realistically assess personal attributes as a part of setting life goals.
13. Career Education provides a means of articulation from grade to grade and level to level.

We further believe that in order for this concept to be realized, we, as State Directors of Vocational Education, propose to work for:

1. The retention of Vocational Education as a significant and identifiable component of Career Education.
2. The development of curriculum, beginning at the kindergarten level that provides to the student an increasing value and appreciation of the dignity of work, the knowledge of the world of work, and the need for and satisfaction of acquiring a saleable skill.
3. Necessary changes in teacher education which will provide competent Career Education as well as Vocational Educators.

4. Additional funding for all components of Career Education including but not limited to additional funding for the Vocational Education Acts of 1963 and 1968 in order to carry out our role in a system of Career Education.
5. The redirection of present general education funds into the implementation of Career Education programs.
6. The establishment of effective coordination so that articulation is provided between all levels of education.
7. The acceptance of the characteristics of Career Education as stated.

The National Commission on the Reform of Secondary Education

Established by the Charles F. Kettering Foundation, The National Commission on the Reform of Secondary Education, under the chairmanship of B. Frank Brown, has published a major study entitled, The Reform of Secondary Education, A Report to the Public and the Profession (New York: McGraw-Hill, 1973). This report has focused a chapter specifically on recommendations concerning Career Education as part of the curriculum. In a very real sense, these recommendations and their accompanying narrative comprise the position statement of the commission on this topic. Selected emphases of this position are provided below.

Recommendation No 8: Expanding Career Opportunities

Secondary schools must realign their curricula to provide students with a range of experience and activities broad enough to permit them to take full advantage of career opportunities in their communities. To meet this objectives, basic components of the school program will have to be offered in the late afternoon or in the evening for some students.

Recommendation No 9: Career Education

Career education advisory councils including representatives of labor, business, community, students, and former students should be established to assist in planning and implementing career education programs in comprehensive high schools.

Career awareness programs should be initiated as an integral part of the curriculum to assure an appreciation of the dignity of work.

Opportunities for exploration in a variety of career clusters should be available to students in grades 8 through 10.

> In grades 11 and 12, students should have opportunities to acquire hard skills in a career area of their choice. This training should involve experience in the world outside school and should equip the student with job-entry skills.
>
> Recommendation No. 10: Job Placement
>
> Suitable job placement must be an integral part of the career education program for students planning to enter the labor force upon leaving school. Secondary schools should establish an employment office staffed by career counselors and clerical assistants. The office should work in close cooperation with the state employment services. Agencies certifying counselors for secondary schools should require such counselors to show experience in job placement as a condition for granting initial certification.

The Commission then goes on to indicate that the schools must accept as a major objective a significant improvement of the reputation and the curricula of vocational training. In particular they contend that:

> A national objective of great importance is the upgrading and expansion of occupational education for all, until all secondary school students who wish to do so can leave high school equipped with marketable skills whether or not they plan to continue their education.

The Commission also indicates that it disagrees with the position taken by the U.S. Office of Education in relation to Career Education. Direct quotations follow:

> THE U.S. OFFICE OF EDUCATION APPROACH
>
> Unfortunately, the simple necessity for greater concentration on vocational education is now being confused by the U.S. Office of Education's broad-brush plans for career education. The career education program proposed by the Office is highly theoretical, and the probability of its implementation as presently designed is approximately zero.
>
> Dr. James D. Koerner, program director of the Alfred P. Sloan Foundation, has investigated the implications of the current USOE proposal for Career Education, and reported his findings to the Commission:*
>
>> Career Education, as proposed by the United States Office of Education, contemplates nothing less than a revolution. Every syllabus curriculum guide has to be conceived anew. Every teacher and administrator (both elementary and secondary) has to be retrained and educated. In short, every activity of every school will have to be replanned around what is called the world of work.

---

*It should be noted that this was a 1973 reaction to the USOE proposal.

Dr. Koerner's analysis is documented by the following official definition of career education from the U.S. Department of Health, Education, and Welfare: "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work."

This Commission, like the Office of Education, is deeply concerned about the number of young people leaving school without marketable skills, the growing ranks of the unemployed, the number of persons entering the labor force in jobs very different from those they were prepared for, and the increasing number of persons who are unhappy in their present employment. It is also committed to a concept of career education as a phase of educational reform.

The Commission's concept and program for career education, however, can be immediately implemented by most secondary school districts. It does not look for "pie in the sky" but for "bread on the table."

Perhaps the major difference between the Office of Education's position on career education and the Commission's position is that the Commission does not believe that all educational experiences should be geared to preparation for making a living. A great deal of learning should be centered around personal satisfaction and pleasure. In brief, education should be geared not only to man's work, but also to his leisure.

THE POST-HIGH SCHOOL DROPOUT PROBLEM

Wide support is building in the Congress for a plan to give all secondary students training that guarantees them marketable skills. The strongest argument in support of this reform is the post-high school dropout problem. This situation is now so serious that "of the more than one million young people who enter college each year, fewer than half will complete two years of study, and only about one-third will ever complete a four-year course of study."

Former U.S. Representative Roman Pucinski, the architect of the Vocational Education Amendments of 1968, described this alarming situation to the Commission:

> The most serious social problem of today is not the high school dropout but the college dropout. Here is a youngster who has been very carefully prepared for 12 years to go to college. He's totally oblivious to the world of work. He has no job skills, doesn't know how to go about looking for a job, has no concept of what it means to be looking for a job, because he has been carefully prepared to go to college...
>
> In my judgment, the potential college dropout could be helped substantially by a career component in education, simply because he would have a fall-back position along with the high school

> dropout. If you give all youngsters career education, I feel you would psychologically prepare them. If their plans don't work out, then they have a fall-back position. They have the emotional and psychological security of knowing that they have an ace up their sleeve if everything else fails. I think career education would be a big help in that situation.

The emotional trauma experienced by such large numbers of students creates an urgent need for broadening career education curricula to include all secondary school students. High school curricula should be expanded so that all adolescents can participate in cooperative work-study programs while pursuing other educational interests. The traditional barriers between vocational and academic "tracks" must be eliminated to permit students to cross lines in pursuit of their individual educational goals. All options must remain open as long as possible to all students.

The model for an expansion of career curricula is the Diversified Cooperative Training Program, which traditionally allows work-study opportunities to a limited number of students. The Commission's proposal is much broader than the DCT program. For example, many state plans for DCT require that a student work a minimum of 540 hours to obtain two school credits. The Commission proposes that credit be granted on the basis of student accomplishment rather than clock hours on the job. It proposes an academic umbrella under which every type of work in the community is available as a training program for high school students.

In the Commission's preferred plan, businesses will pay the students for apprenticeship. Where businesses are unwilling to pay, the schools must fund the program themselves, contracting with employers for the necessary services. The basic element in the Commission's proposal is the revitalization of apprenticeship as the best strategy for learning about work

CAREER EDUCATION--A MATTER OF URGENCY

Adolescents who need career education cannot await the outcome of Congressional debate over funding a new national program. The schools must make a start themselves, especially in the cities. Career education, with its immediate practicality and extended options, offers the best chance to make a secondary education more responsive to the economic and social needs of minorities.

Educators must come to terms with the fact that sooner or later every student must work. What is needed is an understanding that "future carpenters" are as important as "future teachers"--and that the school must not foreclose from the future teacher the very useful option of becoming a carpenter.

Career education within the schools can build on established curricula. Vocational education, despite its faults, is by far the most advanced and sophisticated of existing career education programs. The first step forward should be refinement and expansion of existing vocational programs.

The essential component of the Commission's proposal is the proliferation of work-study programs. Instead of functioning in isolation from the community, the school must literally extend itself into the community and utilize all the community's offerings for work and service. The goal is for students to have access to training in any occupation carried on in the community served by the school. This approach avoids the expenditure of vast amounts of money for the expansion of vocational shops, and it obviously improves to a large degree the realism of the instruction.

Career contracting should become an integral part of the curricula of secondary schools. Care must be taken that the job site does not become as custodial as the school has been. Signing the contract, the businessman must undertake to develop specific competencies in students in return for his fee.

In addition to expanding the general offerings in vocational education at minimal cost, contracting offers a means of providing training for a great variety of interests. A school may have, for example, a few students interested in watchmaking. There would not be enough of them to justify a course in a vocational shop. Under a contracting arrangement, however, the limit on the program would be the number of watchmakers in the community (which reflects economic reality) rather than the number of students who wish to sign up. The per pupil cost for training under contract is much lower than the cost of training in a vocational shop located at the school.

Another major priority is the establishment of area vocational training programs or schools designed to teach hard skills. Such schools should serve younger students preparing for apprenticeships, and should not attempt to supplant existing businesses as training agencies. In general, vocational schools should not duplicate community facilities such as automobile mechanic shops. Such elaborate facilities should be brought under the rubric of secondary education and become an integral part of the school's contracted program.

A truly broad and comprehensive vocational program must also accommodate adults and adolescents who leave school with insufficient occupational skills. Both groups require recycling opportunities. The objective should be easy exit from school and entry into work-related study programs.

Obviously, school personnel alone cannot carry out this proposal. Large-scale community participation will be required, and the participation must be felt at the administrative and planning levels as well as on the job. Meanwhile, the school must overcome the inflexibility of curricula which rigidly separates academic and vocational programs.

OCCUPATIONAL PROFICIENCY

An important component of the Commission's proposal for career education is that a massive effort be made to assist all secondary students in attaining occupational effectiveness. The Commission is aware that this objective does not define itself. The issue was put into focus by the American Vocational Association:

> Each set of educational aims formulated during the past century has included preparation for occupational proficiency as one of its major aims. But what constitutes preparation for occupational proficiency? There is no major agreement on this point. Some would hold that the development of basic educational skills and work habits would constitute preparation for occupational proficiency. Others hold that preparation includes skill, knowledge, habit, and attitude development leading to salable competencies in the labor market.

The Commission takes the position that the acquisition of basic educational skills and work habits is a necessary part of preparation for occupational proficiency. The first purpose of the school is to equip the student with the tools of learning. This objective may not be tampered with.

PROPOSAL FOR CAREER EDUCATION

The Commission's career education proposal is divided into three phases. Phase one is a program in career awareness. Its objectives are to develop in all students an overview of various careers, respect for the work ethic, and an appreciation of the dignity of work. Its foundation is an understanding that all honest work and purposeful study are respectable, that the kingdom can still be lost for want of a nail. Teachers involved in the program must continually broaden their knowledge of different careers.

The second phase of the career education program is designed for students in grades 8 through 10. Exploratory opportunities are provided through a variety of "career clusters." Some fifteen such clusters, covering approximately 800 occupations, have already been developed by the U.S. Department of Labor. Students who investigate several occupations in each of a number of clusters will develop skills and acquire information important to them in making the choices they will have to make.

In a school district which has several secondary schools, located reasonably near each other, different clusters can be presented in different schools, with transportation for students whose primary interest is in a cluster not offered at their home school. Such arrangments assure diversity of programs at acceptable cost.

Phase three of career education includes extensive opportunities for students in grades 11 and 12 to concentrate on the acquisition of specific skills related to the occupations they have chosen. Career counselors must be certain that these occupations are in demand, important to society, and fulfilling for the individuals who choose them.

THE JOB MARKET AND PLACEMENT

Statistics developed by the U.S. Department of Labor argue that "eight out of ten jobs to be filled during the 1970s will be open to people who have not completed four years of college."

This projection is further supported by the 1972-73 edition of the Occupational Outlook Handbook, the government's encyclopedia of employment information designed to help young people choose careers.

Such jobs include as a tiny sample: business machine servicemen, construction machinery operators, stewardesses, hospital attendants, receptionists, electronic computer operators, and cashiers. Although many jobs can be learned after employment, requirements for entry to training will continue to rise during the 1970s, and young people who receive vocational orientation in high school will be better equipped to compete for these openings. As industrial processes, technology, and business procedures increase in complexity, more jobs will require more training.

Since job placement is essential to the success of career education programs, publications such as the Occupational Outlook Handbook must be continuously available to students and counselors. Careful and accurate analyses of the local job market must be made. No career education program can be considered successful unless it leads to employment in a satisfying occupation. The chance of achieving this result will be much greater if the schools work in close collaboration with the state employment services.

COUNSELING AND JOB PLACEMENT

In many schools, counselors are a hindrance, not a help, to adolescents who would benefit from career programs. Traditionally, school counselors are teachers with three or more years of teaching experience who have taken college courses in the area of counseling and guidance. The counselor's job is often considered a way station on the road to an administrative job. Not enough counselors are knowledgeable about the job market, or about the world at work. This is nonsense, it must be recognized as such, and it must stop. Experience at an employment office is probably better background for a high school counselor than experience in a classroom. Many counselors should have both backgrounds.

Counselors should also have enough sympathy for the students and understanding of on-the-job conditions to be supportive rather than critical when students request transfers from one training situation to another or from one career opportunity to another. The school must be sufficiently flexible in its program to permit students to change their choices.

The payoff from the work of the counselor's office is measurable and should be measured: success on the school-related job, placement in a real job for those who want it

GRANTING CREDIT FOR WORK EXPERIENCES

Because the primary purpose of career education programs in secondary schools is to provide marketable skills for students, credit toward completion of the requirements for graduation should be granted for skills developed outside the school program.

Many students work at afternoon, weekend, and summer jobs that amount to "on-the-job-training" in a variety of occupations. Credit should be given for these experiences, based on knowledge attained and competence demonstrated in skills related to the job.

Granting credit for work experience can be a way to persuade adolescents who have dropped out of school that they should return and finish whatever remains to be done to qualify for a diploma. Every high school should establish procedures for crediting nonschool work experience. The proclaimed "alternative school" is not the only school that needs alternative paths to the secondary credential.

The Commission notes with satisfaction the recent relaxation of some of the federal and state constraints which have tended to polarize the vocational curricula. Additional relaxation of constraints must be made wherever they prohibit local authorities from offering curricula with the fullest possible options and choices.

National Community School Education Association

The National Community School Education Association has not endorsed Career Education per se but has defined Community Education in such a way that it could be considered to include goals compatible with Career Education. In particular, Community Education is defined by the NCSEA as:

1. A philosophy that pervades all segments of educational planning.
2. A school which serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems.
3. Based on the premise that education must be relevant to people's needs and that people affected by educational programs should be involved in decisions about these programs.
4. The marshalling of all forces in the community to bring about change, with the school extending itself to all people.
5. Keeping school doors open mornings, afternoons and evenings, up to twelve months a year, with programs that may include

preschool activities, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, and the use of school buildings and by all groups in the community engaged in solving economic and social problems.

The National Education Association

NEA has been generally supportive of Career Education since its inception. In early 1975, NEA served in an "unofficial" capacity as a consultant to the Chamber of Commerce of the United States in the preparation of its booklet, Career Education (reported elsewhere in this paper). As such, NEA has endorsed that booklet's urging of school boards and administrators to "offer inservice programs designed to provide staff with career education concepts, procedures, and materials."

Specifically, the current policy statement of the Association most related to Career Education is considered to be Resolution 74-12, "Vocational and Career Education" from the 1974-75 NEA Handbook, p. 242. The resolution is as follows:

74-12. VOCATIONAL AND CAREER EDUCATION

> The National Education Association believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement, and promotion should be provided to out-of-school youth and adults.
>
> The Association also believes a goal of education is to provide all individuals, preschool through adulthood, an opportunity to become effective, productive citizens. The career education concept must be interwoven into the total educational system to achieve this goal. The Association supports vocational and technical education as a major component of career education and further supports incorporation of these components into traditionally academic courses.
>
> The Association will seek legislation to provide a comprehensive national manpower development policy, as the basic foundation for vocational

and career education, with appropriate funding to provide instruction and practice in the Practical Arts and Sciences and Adult Basic Education to a minimum of eighth grade competence, and to improve the presently inadequate and underfinanced programs and facilities. The Association supports legislation to provide open funding of stipend education to migrant families through any local manpower office according to need. The Association supports legislation to provide total funding of Adult Basic Education for migrants in any state. It will also assist its affiliates in implementing similar programs and legislation.

National Manpower Institute

The National Manpower Institute has had a Council of some twenty-four members considering the issue of education and work. They concluded that the key to bringing education and work together "is not so much in any particular programs as in developing truly collaborative processes among those in charge of these functions including the public."

Out of this process has evolved a document entitled, The Boundless Resource, A Prospectus for an Education-Work Policy. Neither the Institute nor this document adopts a position on Career Education. However, in the prospectus for an education-work policy, Career Education is discussed in various contexts giving it at least qualified endorsement. Examples follow:

INFUSION: CAREER EDUCATION

In 1971, the then U.S. Commissioner of Education, Sidney Marland, used a new phrase -- "career education" -- to identify a concept for infusing the entire process of elementary and secondary education with larger elements of career-oriented content. Deliberately and explicitly, he refrained from giving the phrase precise definition. Nor did he spell out what forms he thought this "infusion" should be, urging instead that a variety of experimentation be undertaken to determine what changes would be most effective.

The Marland proposal has evoked considerable controversy. Some have felt that it suggests more dilution of the ideal of a liberal-arts education than is a good idea. Others have reacted to career education as being only a diversion of attention from the larger promise of vocational education, for which a broad and firm institutional base has already been established. The proposal sometimes attracts greater interest outside the educational establishment than from within it. It has, nevertheless, had an undeniably strong, constructive catalytic effect. Surprisingly, it has had its greatest receptivity in the elementary schools, a significant percentage of which have made modifications. The going has been hardest in the secondary schools, a circumstance that most authorities are inclined to attribute to the rigidity that has evolved in practices there.

What was started by Commissioner Marland, through strong personal leadership and with very little money, promises to sink roots deep into the educational structure. Those efforts are now formalized by legislation in a new Office of Career Education, led by Kenneth Hoyt, whose efforts to date give every indication that the idea is still vital.

Success will, of course, depend as much on what transpires outside the classroom as within it and in this connection it is vital that the broader approach provide larger exposure for teachers -- as well as students -- to "work experience." How teachers prepare themselves, how they themselves relate to the non-academic world, how they build the widest possible relevance into their materials and classroom approaches -- indeed the very concept of teaching -- all need to be re-examined. The potential for renewal through experience sabbaticals is ripe for exploration and evaluation. We know such sabbaticals are valuable. What we don't know is how valuable or what might be done to make them even more so. Obviously, the more teachers become involved in related but different out-of-school activities the more they want to do their in-school work in different ways, for different amounts of time, at different hours, and during different parts of the year.

Teaching need not, probably should not, be restricted to those for whom it is a full-time activity. A reporter who, a couple of months a year, spends his afternoons with students curious about the way a newspaper works, can introduce a dimension of immediacy and reality into the learning environment that is simply beyond the experience of a full-time teacher to give. In school systems where such arrangements exist, not only are regular teachers kept closer in touch with life outside the classroom, but the outsiders learn more about the realities of adolescence and education.

Programs like these might, in the long run, have the unprogrammed effect of introducing into the curriculum needed new perspectives on work, of a sort to change those mindsets that have for so long made many jobs seem less desirable than they should be. That the schools could do more to change our attitudes about work is a monumental understatement. How many of us have been led, in our history courses, to the understanding that slavery has created a lasting prejudice against work once done by slaves? How many occupations -- farm labor, domestic service, waiting tables, preparing food -- have been victims of the American past? How many American high-school students learn that in Paris a waiter, more so a cook, is respected for his employment? How many of us are aware that occupational status in America has been peculiarly complicated by the successive waves of new immigrants, ever taking the available jobs and leaving them tagged as less desirable because they are the jobs of the new arrivals, the least accepted in the New World? After the Irish became the policemen of Boston, how long was it before a WASP high-school graduate wanted to be a cop?

How long will parents urge white-collar work on their children, even when much blue-collar work may be more challenging and financially more rewarding? Why is professional football a desirable job, when the opposing team is out to maim you physically, when you are expected to work even with a broken arm, and keeping an edge on your opponent is to court permanent addiction to uppers and downers? To what extent could we increase the number of "good" jobs simply by changing our attitudes? To what extent are our groundless preferences shaped by what is taught or not taught in the schools.

The need to re-assess what is being done today -- or not being done -- is particularly strong at the high-school level. But the general infusion of "career" elements will not be achieved only by looking at those changes in schools identified directly with career education. What we need to do now is start at the beginning, with the proposition that we no longer really know what is going on in American schools, and get on with the hard job of finding out.

Career Education and Education-Experience

An Education-Work Council would provide an invaluable community base for the advancement of the kind of initiative that currently finds its fullest development in the "career education" concept. Looking, in effect, for that common ground which includes both "liberal arts" and "vocational" education, Commissioner Marland found himself -- after making this proposal in 1971 -- with fewer allies on either side than might have been expected. Yet that proposal related closely to contemporary thinking in the general community about elementary and secondary education.

Such Councils would be in a superior position not just to administer but even more significantly to develop affective education-experience programs. If the planning for such programs started with the Councils, where employers would participate as full partners instead of often reluctant cooperators in school initiated enterprises, they would have a firm base, established in terms of both educational and employment interests. Then as these programs might be broadened out to embrace even more significant Community Internship or Work or Service Apprenticeship concepts, the necessary administrators of such broader programs would be engaged as architects as well.

> Proposal One: That it be determined, as part of a comprehensive survey, (1) what career considerations presently influence secondary education in American; (2) what the effects of these career elements appear to have on individuals, and (3) what views about career preparation at this age level are held by youth, parents, teachers, and administrators.

These are not proposed as leading questions. Efforts to establish a firmer, more fruitful, relationship between education and work proceed today from an assumed consensus that more career or vocational or occupational orientation in secondary school curricula and processes is a good thing. Yet the evidence leaves these assumptions vulnerable to sharp criticism and includes little to build on in any careful way. As the Detroit experience has conclusively show, where constructive innovation is recognized as a community responsibility and not just a school responsibility, the broader community forces that bear on this situation are infinitely complex. Studies by Coleman and others support this finding but still leave too much of the present picture in shade.

National Retail Merchants Association

NRMA has no position statement on Career Education per se. They do plan to devote a session at their annual convention, January 11-14, 1976 to Careers in Retailing. The organization has also published Careers and Opportunities in Retailing (Harriet Wilinsky) in 1970 as well as, more recently, two brochures entitled, Opportunity in Retailing and Your Opportunities in Retailing.

National Society for the Study of Education

The NSSE indicates that the Society does not issue position statements. More important, perhaps, is the fact that there are no references to Career Education in any of the NSSE Yearbooks published up to 1975. Apparently, there is no plan to address Career Education in forthcoming NSSE Yearbooks.

National Urban Coalition

While the National Urban Coalition does not have a specific position statement vis-a-vis Career Education, the FOREWORD to its Wingspread Conference on Career Education summarizes its clear endorsement and support of Career Education. That statement reads as follows:

FOREWORD

The National Urban Coalition is an organization concerned with the well-being of the Nation's central city residents, particularly minorities, working class, and low-income. The Coalition's main concern in convening this national conference on career education for minority and low-income students was with making career education for this segment of the population a reality.

The National Urban Coalition seeks to:

- use career education to keep options open for the millions of students in this group - to attract these young people both to institutions of higher education and to satisfying work and, in the process, give them a reason not to drop out of school;
- help formulate a useful definition of career education that will guide all of us trying to put this idea into practice; and
- develop legislation and programs in this field at the federal, state and local levels.

We believe all this can be done if the private and public organizations which share an interest in the education and training of young people in the cities will collaborate. If career education is to become a vital part of urban school systems, business, labor, and service organizations must pool their resources with government at every level, especially the federal departments of Labor, Commerce, Agriculture, Interior and Health, Education and Welfare. It is public-private collaboration which offers the main hope for bringing career education to the central city's working class, low-income and minority residents, who need it most.

We acknowledge and appreciate the assistance of the Racine Environment Committee, a local affiliate of the National Urban Coalition, and the cooperation of The Johnson Foundation in convening this National Conference on Career Education.

Phi Delta Kappa

Phi Delta Kappa has no official position relative to Career Education although it has published a number of articles both pro and con in its journal, Phi Delta Kappan. In addition, Phi Delta Kappa is distributing Career Education program developed by the Southwest Iowa Learning Resources Center. This project includes 80 "hands-on" career exploration packages as well as inservice training workshops for adapter school representatives. By disseminating this product and quoting from the Eighth Report of the National Advisory Council on Vocational Education such statement as

> "The public's conscious demand is a demand that education be made relevant to work;"
>
> "The need clearly, is for the prompt integration of our fractured system of education around the concept of career education. And the people know it;"

under the imprimator of Phi Delta Kappa, it would seem that there is at least an implied endorsement of Career Education.

PROFESSIONAL DISSENT IN CAREER EDUCATION

The Council for Basic Education

Correspondence from George Weber, Associate Director, indicates that the Council has not adopted any position statement on Career Education. However, in general, the Council has been ambivalent, skeptical or openly negative in its observations about Career Education. These perspectives are highlighted in excerpts from the Council for Basic Education Bulletin and from the Council's Occasional Paper Number Twenty.

Council for Basic Education Bulletin, December 1971. In this early pronouncement, the Council tended to view Career Education as sloganeering or as political rather than substantive. This perspective is expressed as follows:

CAREER EDUCATION

Just as every new national political administration feels it must sum up its aims with slogans ("the New Freedom," "Back to Normalcy," "the New Deal," "the War on Poverty"), so do new U.S. Commissioners of Education seem to feel they must find a catchword to mark their administration of the Office. It is not always easy to discover the concrete reality behind the slogan. The late James E. Allen, Jr. launched a Right to Read program which, despite good intentions, seems to be going nowhere, possibly because those in charge think that improving national literacy is more a matter of public relations than proper instruction. In his first year in office the incumbent Commissioner, Sidney P. Marland, Jr., has come up with his own slogan--"career education." There is some doubt as to what the phrase means in practical terms but by advocating "career education" for all students, from first grade through high school, Dr. Marland evidently wants to re-emphasize the importance of what used to go by the more plebeian name of vocational education.

Dr. Marland's views are set forth in an interview in the November issue of American Education, published by the Office of Education. He argues that far too many young people graduate from high school or even from college with no idea of what kind of work they would like to do. He wants to "expose the student to the range of career opportunities" when he is in the earliest grades, to help him narrow down the choices and then provide him "with education and training appropriate to his ambition." In many cases, he says, this would involve the manipulative skills associated with vocational training. Dr. Marland says that such training would be "relevantly undergirded by education in the traditional academic subjects," although at another point in the interview he states that the traditional content of history or mathematics "simply has no clearly recognizable bearing on the life of at least half the students and probably more than that." He traces the failure of the schools to serve many young people to "general education" and hopes we can replace this kind of education "with the kind of creative and productive schooling that enables youngsters to carve out careers for themselves." (At this point one might ask two questions: Is it really general education that has failed or the teachers of it? And could these same teachers become creative and productive if they transferred their teaching from a general to a vocational curriculum?)

It is hard to know if career education, like so many other things in education these days, will be simply a fashionable topic for conferences for a year or two and then give way to another panacea, or if it is here to stay. In any case, Dr. Marland is serious about it and the Office of Education is currently funding six school-based models around the country. While the subject matter is before the public we would like to venture some of our own views.

We take no absolutist stand about vocational education, for or against. Undoubtedly, some schools teach some vocational subjects effectively--such things as business and secretarial practices, farming, some industrial and machine skills. Some skilled mechanical jobs and service jobs, in our opinion, are better taught by apprentice courses sponsored by industry and the unions. The training for many other occupations--waiters, department store salesmen, florist assistants, to pick a few at random--is best accomplished on the job. The most effective vocational training in the past has been in specialized high schools or technical institutes that concentrate on either one or a few occupations. But whatever vocational education we teach and wherever we teach it there are a few preliminary questions that need to be raised before we go heavily vocational in the schools.

What is the necessity for emphasizing career education in the first and second and third grades, as Dr. Marland wants us to do? Eight-year-olds are not miniature adults; at this age they want to grow up to glamorous occupations, to be cowboys or astronauts, doctors or rock singers. Let them romanticize, we say, and not give them lectures on occupations: Marketing and Distribution, Communications and Media, etc. And while we have no objection to career or vocational education in high school, we don't think kids this age should invariably be expected to make an occupational choice.

We would point out that counseling in public schools is not yet a developed art and too often the choice of occupation for the high school student is pre-determined by the counselor before the student has come to any firm conclusions about what he wants to do. Many counselors are not particularly sympathetic to the academic program and are all too ready to steer students away from it.

Before any community gets further involved in school-sponsored vocational education it ought to know what other opportunities are available for job training. In recent years both industry and government have sponsored a profusion of programs in the field. In government, especially, there are a wealth of programs emanating from the Labor Department, the Office of Economic Opportunity, Federal-State Employment offices, and the Job Corps. Career education does not of necessity have to be the task of the school. We ought to break with the tradition that every demand or need of society must be met in the classroom.

Another question that needs to be considered in connection with career education is: who is to take it? Dr. Marland says everyone, but obviously for some it will be only information about careers, not actually vocational training. But his remark about the traditional curriculum not having relevance for at least half and possibly more of the students, suggests a very large potential student body for vocational education. He would probably agree with the Conant studies which saw secondary education as preprofessional preparation for a minority of 15 to 20 percent and training in "marketable skills" for the rest. We continue to find this figure unacceptable. We have no unrealistic or sentimental notion that the majority has high academic abilities, but until concrete evidence to the contrary is produced we will continue to believe that a far greater portion of students can benefit from a solid academic program than some of the advocates of vocational education are willing to admit.

We cannot agree that the traditional subjects are "irrelevant" for anybody. Imaginatively taught by capable teachers these subjects are useful to everyone, whether he intends to be a scientist, actor, butcher, or salesman. In the early days of CBE the late Harold L. Clapp, then serving as Executive Secretary, wrote about a visit to what he considered a first-rate vocational high school, Lane Tech in Chicago. In the course of that article in the May 1957 Bulletin he made some comments that we think are worth repeating now that there is a new stress on vocational education:

> CBE's published Statement of Purpose favors "adequate instruction in the basic intellectual disciplines" for all students without exception; it argues that vocational training should be "offered in due subordination to the school's fundamental purpose of intellectual discipline." From time to time someone tries to read into those statements an exclusive interest in educating an intellectual elite; we are then assumed to be either unaware of the needs of the less-than-brilliant, or quite indifferent to them.
>
> The shoe, of course, is on the other foot. It should go without saying that some can move farther and more profitably than others into the life of the mind, but this only makes the fullest possible development of the less-than-brilliant more imperative. Those who are really callous to the needs of these students (and of society) are the ones who would shunt them as early as possible into narrowly conceived vocational or "adjustment" education. Whatever specialized skills or technical know-how the schools teach should be built into, or upon, the highest degree of intellectual attainment that can be developed in the individual, be that high or low...

> Children of average ability or less will also be called on to judge and vote and take a stand. It may take them longer to learn the lessons of history, science, and the other intellectual disciplines. They can only learn them within the limits of individual capacity. But within those limits, learn them they must for the sake of their own dignity and social responsibility. Both they and society are cheated and demeaned when they are encouraged to settle for a mechanical skill in an intellectual vacuum, the first time the going gets rough.

These eloquent comments, made fourteen years ago, are still worth pondering in the discussion about career, or vocational, education.

Council for Basic Education Bulletin, May 1973. While not taking its own unequivocal position on Career Education, more recently the Council has endorsed several statements of others which tend to view the movement to Career Education with some hesitation or skepticism. Specifically, the observations are as follows:

CAREER EDUCATION: PROCEED WITH CAUTION

At the moment Career Education seems to be leading in the race for most widely accepted, or at least most widely talked about, innovation-of-the-year. But here and there a minority voice is raised--see for example, CBE's recent Occasional Paper on the subject--which questions the wisdom of looking on schooling, from kindergarten through college, as occupational training. Last month the State Board of Education in North Carolina issued a policy statement, prepared by its chairman, Dallas Herring, which suggests caution before going overboard for Career Education. Says the statement: "We support the proposal to engage in carefully conceived experiments which are designed to establish whether the concept has real value for North Carolina. We do not believe widespread changes in the curriculum should occur unless and until it is clearly established that the concept is sound." Here are some sensible excerpts from the statement:

> It is one thing to insist upon a sound and separate basic education curriculum for all students, with elective courses in occupational education which include a strong emphasis on applied basic education experiences. It is quite another thing to propose that occupational education, with its attendant economic goals, "permeate the entire curriculum," as some national leaders have suggested. The first alternative seems worthy of further experimentation and study. The latter does not.
>
> Students should develop a wholesome attitude toward work, but work is not the whole purpose of living. Nor should all learning be limited to that which may have a useful or practical value. There are many things worth knowing which have little, if any, practical usefulness in the production of goods and services. Economic independence is a worthy goal of occupational education, but it is not education's only goal.

> Meeting the needs of all students should be a primary purpose of education, but it is not suggested that career education alone can do this. Nor is it suggested that all education should have a career goal. Learning for personal satisfaction and growth is also a proper objective.
>
> Development of the mind, in its ability to acquire knowledge and understanding and to make intelligent judgments, should continue to be a primary purpose in education.

The full statement is available from the State Board of Education, 306 Education Building, Raleigh, North Carolina 27603.

Mrs. Barbara D. Reimers, newly elected president of the National School Boards Association, has also expressed some doubts about Career Education. She makes the following comment in the May issue of The American School Board Journal:

> The current emphasis (on Career Education) makes me apprehensive. I sense a couple of potential dangers. First, a heavy shift to the ethic that "career is life" could undermine in a sense the basic purpose of schools, which is to teach youngsters to think. I don't know that spending large sums of money to expose youngsters to the world of careers serves that basic purpose all that well. Secondly, a strong emphasis on career education, if it's not handled carefully, could revert a little too easily to the old idea of vocational education, with the consequence that children from low-income families are "tracked" right out of college along with the advantages higher education can still offer an individual in a society like ours.

Council for Basic Education Bulletin, February 1975. The most recent view of the Council for Basic Education about Career Education is expressed as an integral report of its review of Marland's book, Career Education: A Proposal for Reform (1974). This view also remains cautious and hesitant about Career Education's impact on educational practice in America. The following details this view:

CAREER EDUCATION IS STILL FLOUNDERING

Four years ago, Sidney P. Marland, Jr., who was then U.S. Commissioner of Education, coined the term "career education" and launched, with the considerable persuasion and purse of the Federal government, an effort to reform American schools. Dr. Marland says that he intentionally avoided a clear definition of what he had in mind so that a program of career education could evolve. Now, over a year after he left the government, Dr. Marland has come out with "the first book on the subject for general readers" (Career Education: A Proposal for Reform, McGraw-Hill, $9.95).

It seems reasonable to expect that such a volume would clarify many matters relating to the concept of career education. To a degree it does. But those who are looking for a clear proposal, with a lot of specifics, will be disappointed.

The first section of the book deals with the theory and rationale of career education. A short middle section describes career education programs in four states: Georgia, California, Oregon, and Texas. The last section deals with "the processes of reform": the general roles Dr. Marland sees for teachers, counselors, higher education business, labor and the Federal government.

There are so many definitions (or, perhaps, characterizations) of career education given in the first section, and so many attempts to link the notion with a battalion of great thinkers beginning with Maimonides, that this reviewer approached the second section with weariness and hope: weariness from the extensive and tortuous avoidance of a clear proposal in the first section; hope from the prospect of reading about what four states have actually done so far. The second section is something of a disappointment, although one gets a thorough dousing in the jargon of the field and a glimpse of an apparently well-conceived program developed for 1,000 Dallas high school students at the Skyline Center there.

Skyline has arranged its curriculum into twenty-seven clusters, ranging from Business and Management Technology through World Languages, Electronic Sciences, and World of Fashion, to Health, Medical, and Dental Technologies. In true Texan style, the complex is in air-conditioned buildings on an eighty-acre campus, and includes an airplane hangar, a computer center, a color television studio, and a greenhouse. It sounds like a very modern vocational education layout, tied in many ways to the "real world" of business and industry. Dr. Marland obviously admires Skyline, but is unhappy with it because it is selective. The Dallas planners did not want the castoffs from the academic program and insisted on admitting only very promising students.

By comparison, the programs of the other states seem to suffer. Georgia defines a career as "what one lives to do, rather than what one does to live." In California, we are told, "at the K-3 level, children will develop a degree of career awareness consistent with their maturity." And in Oregon, every student in grades K-6 "will explore the world of work as a part of developing his basic skills and an understanding of the world around him."

We would not quarrel with a career education program that involved some reasonable combination of academic and vocational education, particularly in the last two years of secondary school. The proportions of academic and vocational work should, of course, vary from school to school and student to student. And we agree with many observers that the present vocational courses are often unrealistic and undemanding, and should be improved substantially. Moreover, vocational guidance activities in the school should certainly be better than they usually are.

But Dr. Marland would not agree with such a modest program. The reader finds that career education should "relate the occupational aspects of human development to all levels of learning and all relevant parts of academic instruction." And that career education is "a total new system that would elevate occupational development to a par with academic development." And that what is contemplated is a "reformation of our entire education system." It all seems to boil down to a new orientation for our schools: education for work rather than learning for personal development and all of life's activities. The goal would be: "that all young people upon leaving the education system... should be ready immediately to enter satisfying and useful employment in a field of the individual's choice." That, as Dr. Marland admits, is a large and demanding ideal. But there is more. The school and college have responsibilities beyond preparing the learner for job entry; they must facilitate the job search and provide follow-up surveillance after the individual is placed.

The aims of career education are grand indeed. The school system now turns out many young people who lack basic skills and knowledge; that is, it fails with many of its students in what most people take to be its present task. Having failed in that task, it would now be called upon to take on a far larger job: to prepare all its students to enter, immediately, "satisfying and useful employment in a field of the individual's choice." Dr. Marland's implicit assumption seems to be that present joblessness among the young stems entirely from lack of adequate vocational training. But many well-prepared young people, from Ph.D.'s in history to reasonably well-educated high school graduates, cannot get jobs today. Moreover, many of the youthful unemployed lack the basic education that is necessary for almost any job in our advanced and complex economy. For example, perhaps 15 percent of our young people are functionally illiterate.

Another fundamental flaw in the goal lies in the promise of a job in the "field of the individual's choice." To be blunt about it, many of the young people who want to be physicians or research biologists or airplane pilots or business executives just don't have the intellectual wherewithal. It won't satisfy reasonable adults (or young people, either) to say that a sales clerk in a drug store is in the medical field or that a service station attendant is in the business field. The whole endeavor risks promising young people something that it cannot deliver.

But perhaps the most important difference of opinion we have with the career education effort is its philosophy that education should be defined in terms of work. What is the role of basic education in career education? On this matter, Dr. Marland's book has very little to say. Should only the student who has chosen the science career cluster study science? And what about history, foreign languages, mathematics, and all the other subjects that we believe all young people should study? Must the school find a clear connection between these and a student's career goal to justify their place in his program? Would the whole idea of a common curriculum have to go? Obviously, we believe that it should not. We believe that the sound goals of education far transcend a person's intended occupational career.

The later Walter Lippmann said it well two decades ago. Criticizing the concept that did not yet bear the name "career education," he said:

> If it is the role of reason merely to be an instrument of each man's career, then the mission of the schools is to turn out efficient careerists. They must teach the know-how of success, and this--seasoned with the social amenities and some civic and patriotic exhortation--is the subject matter of education. The student elects those subjects which will presumably equip him for success in his career. The rest are superfluous. There is no such thing as a general order of knowledge and a public philosophy, which he needs to possess.

BIBLIOGRAPHY

BOOKS AND MONOGRAPHS PERTINENT TO CAREER EDUCATION SINCE 1971

The literature addressing career education, the social context to which it is related or a specific element thereof is quite large. However, most of the literature is composed of journal articles occasional papers, or state or federal governmental manuals. This total literature is too large to inventory in this paper. Instead, the following section is limited to books and monographs pertinent to career education which have been published since 1971.

American Institutes for Research. A Curriculum Design and Instructional Objectives Catalog. Palo Alto, California: American Institutes for Research, 1972.

Bailey, L. L., and Stadt, R. Career Education: New Approaches to Human Development. Bloomington, Illinois: Mcknight and Mcknight Co., 1973.

Black, Mabell and Schreiber, R. Lower School Curriculum Guide. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Borow, H. Career Guidance for a New Age. Boston: Houghton Mifflin, 1973.

Buckingham, Lillian and Lee, A. Student Placement and Follow-Up. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Chenault, Joann. Career Education and Human Services. Monographs on Career Education. Washington, D.C.: U. S. Department of Health, Education and Welfare. Office of Career Education, 1975.

Childer, B. E. and Nicols, C. Post Secondary and Adult Curriculum Guide. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Clary, J. and Scheier, T. R. Middle School Curriculum Guide. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Cunha, J. E. et al (Eds) Career Development: A California Model for Career Guidance Curriculum K-Adult. Fullerton, California: California Personnel and Guidance Association, 1972.

Dallas Independent School District. A Survey of Current Research and Literature on Career Education. Arlington, Texas: Dallas Independent School District, 1972.

Davenport, L. and Petty, R. (Eds) Minorities and Career Education. Columbus, Ohio: Hagnesworth, 1973.

District 1 Technical Institute-Eau Claire. A Guide to Career Education. Eau Claire, Wisconsin: District 1 Technical Institute, 1972.

Drier, H. N., Jr. and Associates. K-12 Guide for Integrating Career Development into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

Ducinski, R. C. and Hirsch, Sharlene P. (Eds) The Courage to Change. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Dunn, Charleta J. World of Work. Dallas, Texas: The Leslie Press, 1971.

Evans, R., Hoyt, K. B. and Mangum, G. Career Education in the Middle/Junior High School. Salt Lake City, Utah: Olymbus Publishing Company, 1973.

Fogarty, M. P., Rapoport, Rhona, and Rapoport, R. N. Sex, Career and Family: Including an International Review of Women's Roles. Beverly Hills, California: Sage Publishers, 1972.

Friedman, Karen (Ed) Today's Education for Tomorrow's Jobs. Washington, D.C. American Association of State Colleges and Universities, 1971.

General Learning Corporation. Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation, 1972.

Gibson, R. L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

Ginzberg, E. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It. New York: McGraw-Hill, 1971.

Goldhammer, K. and Taylor, R. E. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Goodwin, Barbara and Norris, Eleanor (Eds) Career and Occupational Developmental Objectives. Denver, Colorado: National Assessment of Educational Progress, 1971.

Hansen, Lorraine Sundal. Career Guidance Practices in School and Community. Washington, D.C.: National Vocational Guidance Association, 1970.

Helling, C. E. and Ruff, E. Career Guidance. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Herr, E. L. Review and Synthesis of Foundations for Career Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1972.

Herr, E. L. Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

Herr, E. L. and Cramer, S. H. Conditions Calling for Educational Reform: An Analysis. Monographs on Career Education. Washington D.C.: U.S. Department of Health, Education and Welfare, Office of Career Education, 1975.

Herr, E. L. and Cramer, S. H. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston: Houghton Mifflin, 1972.

Hoyt, K. B., Evans, R. N., Mackin, E. F. and Mangum, G. Career Education: What It Is and How to Do It. Salt Lake City, Utah: Olympus Publishing Company 1972; Second Edition, 1974.

Hoyt, K. B. and Hebeler, Jeanne (Ed) Career Education of The Gifted and Talented. Salt Lake City, Utah: Olympus Publishing Company, 1974.

Hoyt, K. B. and Pinson, Nancy. Career Education and the Elementary School Teacher. Salt Lake City: Olympus Publishing Company, 1973.

Hoyt, K. B. and Woodward, G. G. Upper School Curriculum Guide. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Isenberg, R. and Smith, J. The Community. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Jervis, R. and Swanson, G. Professional Development. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

Katzell, Mildred E. and Byham, W. C. (Eds) Women in the Work Force: Confrontation with Change. New York, New York: Behavioral Publications, Inc., 1972.

Keller, Louise J. Career Education In-Service Training Guide. Morristown, New Jersey: General Learning Corporation, 1972.

Krebs, A. H. The Individual and His Education. The Second Yearbook of the American Vocational Association. Washington, D.C.: The American Vocational Association, 1973.

Law, G. F. Contemporary Concepts in Vocational Education. First Annual Yearbook of the American Vocational Association. Washington, D.C.: American Vocational Association, 1971.

Lee, J. S. Occupational Orientation: An Introduction to the World of Work. Jackson, Mississippi: Division of Vocational and Technical Education, Mississippi State Department of Education, 1971.

Magisos, Joel (Ed) Career Education. The Third Yearbook of the American Vocational Association. Washington, D.C.: American Vocational Association, 1973.

Manpower Institute. Career Education and Manpower Development. Washington, D.C.: Manpower Institute, 1972.

Marland, S. P., Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill Book Company, 1974.

Maryland State Board of Education. Career Education: A Handbook for Implementation. Washington, D.C.: Superintendent of Documents, U.S. G.P.O., 1972.

Matthews, Esther E., Feingold, J. N., Weary, Bettina, Berry, Jane, and Tyler, Leona E. Counseling Girls and Women Over the Life Span. Washington, D.C.: National Vocational Guidance Association, 1972.

McClure, L. and Bvan, Carolyn (Ed) Essays on Career Education. Washington, D.C.: Superintendent of Documents, U.S.G.P.O., 1973.

Morgan, R. L. and Shook, M. A Manual for the Implementation and Administration of Career Education Programs. Career Education Monograph Series. Raleigh, North Carolina: National Center for Occupational Education, 1973.

National Committee in Secondary Education. American Youth in the Mid-Seventies. Washington, D.C.: National Association of Secondary School Principals, 1972.

Northwest Regional Educational Laboratory. Counseling and Guidance: A Survey of Current Practices and Analysis of Implications for Career Education Counseling and Guidance Programs. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

O'Banion, T. and Thurston, Alice. Student Development Programs in the Community Junior College, Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Olson, P. A. The Liberal Arts and Career Education. Monographs on Career Education. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Career Education, 1975.

O'Toole, J. The Reserve Army of the Underemployed. Monographs on Career Education. Washington, D.C.: U.S. Department of Health, Education and Welfare. Office of Career Education, 1975.

O'Toole, J. (Ed) Work in America. Report of Special Task Force to Secretary of H. E. W. Cambridge, Mass: MIT Press, 1973.

Pietrofesa, J. J., Leonard, G. E., and Giroux, R. F. Career Education and the Counselor, Washington, D.C.: The APGA Press, 1975.

Rubsam, P. F., Jr. Career Education in the Environment. Salt Lake City. Utah: Olympus Publishing Company, 1972.

Ryan, C. W., Saltzmann, G. A., and Wysong, H. E. Career Education Program. Palo Alto, California: Houghton Mifflin, 1973.

Smoker, D. M. Vocational Education: Innovations Revolutionize Career Training. Washington: D.C. National Schools Public Relations Association, 1971.

Stadt, R., Bittle, R., Kenneke, L. and Nystrom, D. Managing Career Education Programs. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Tiedeman, D. V. (Ed) Career Education and the Technology of Career Development. Palo Alto, California: American Institutes for Research, 1972.

Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

Turnbull, W. W. (Ed) Conference on Career Education. Princeton, New Jersey: Educational Testing Service, 1972.

U. S. Department of Health, Education and Welfare. Career Education. Washington, D. C.: Superintendent of Documents, U.S.G.P.O. 1971.

Vetter, Louise and Jethney, Barbara J. Planning Ahead for the World of Work. Columbus, Ohio: The Center for Vocational and Technical Education, 1972.

Willingham, W. W. Career Guidance in Secondary Education. Princeton, New Jersey: College Entrance Examination Board, 1972.

Whiteley, J. M. and Resnikoff, A. (Eds) Perspectives on Vocational Development. Washington, D. C.: National Vocational Guidance Association, 1972.

PUBLIC OPINION ABOUT CAREER EDUCATION AS REFLECTED IN NEWSPAPERS

An extensive review of major metropolitan newspapers was conducted to find references to Career Education. UPDATE and Newsbank were reviewed from 1971 forward to identify possible items. In addition, the following specific newspapers were scanned as sources of opinion about Career Education:

Chicago Tribune	1972 through May 1975
Christian Science Monitor	1971 through January 1975
Los Angeles Times	1972 through May 1975
National Observer	1971 through January 1975
New Orleans Times Picayune	1972 through May 1975
New York Times	1971 through May 1975
Washington Post	1972 through May 1975
Wall Street Journal	1971 through May 1975

As the following annotated items show the range of public opinion is wide. Some items simply report on career education activities nationally or locally, some praise the idea, others are quite critical.

PUBLIC OPINION

"A Curious Proposal for Education," Los Angeles Times, Dec. 1, 1972, Sec. II, page 6, Col. 1.

> Editorial criticizes Los Angeles Board of Education's request for UCLA to change admission requirements. "Career education," another name for vocational courses, is not suitable preparation for admission to University of California, which is not a vocational training school. Present system works and change would result in higher costs, lower standards and student frustration.

"A Dangerous Thing?" Los Angeles Times, March 29, 1972, Sec. II, page 6, Col. 4.

> Reader writes that career education is not feasible with 'one-dimensional,' purely economic man.

Banas, Casey, "Agnew Calls for Education Aimed at Life Work," Chicago Tribune, February 17, 1972, Sec. 1, page 12, Col 2.

The Vice President, at a convention of the American Association of School Administrators, urged support of the Nixon administration's new concept of "career education." He discussed the drop-out problem. Agnew believes the solution is working with children early in life.

Bell, Clark, "Leadership Parley Stresses Career Education as Vital," Chicago Daily News, January 23, 1975, UPDATE, Urban Research Corp. Education, Card 5: D12.

Students attending leadership conference heard a University Dean and corporation executives stress career education as an aid in attaining the quality of leadership.

Berg, Steve, "Getting On With Career Education," (Raleigh, N.C.) News and Observer, May 13, 1973, UPDATE, Urban Research Corporation Education, 1973, card 67:G5-6

While North Carolina hierarchy argues about "career education" many of the state's schools are implementing the concept in some of their schools. Board of Education has not accepted definition provided by Department of Public Instruction official.

Booker, William, "Career Education Pushed in Schools," Indianapolis Star, October 13, 1974, UPDATE, Urban Research Corporation, Education, Card 138:C1-2.

Career education, expansion of vocational education concept, is working its way into Indianapolis School System. Several aspects of the program are described.

Brown, Vivian, "Author Promotes Career Education As Alternative to College Degree," The Times-Picayune (New Orleans) November 24, 1974, Sec. [illegible], page 16, Col. 1.

Muriel Lederer, author of 'Guide to Career Education,' is interviewed. The book was written to increase options for students looking for paths outside the 4 year baccalaureate program. The notion that a college degree is a status symbol and vocational training is undesirable hurts both students and the job market and is beginning to fade.

"Budget School Funds Wisely," The Times-Picayune (New Orleans), May 20, 1973, Sec. 1, page 14, Col. 1.

Editorial states that two programs-vocational-technical education and special education-studied by the Public Affairs Research Council are getting favorable responses from legislators. A third-career education -- needs to prove itself.

"Career Education," *The Wall Street Journal*, September 13, 1971. page 16, Col. 1.

Editorial believes that Marland's career education effort will improve skill level and productivity, increase job satisfaction and remove much of the stigma of work.

"Career Education: An Idea Whose Time Has Come," *The New York Times*, June 20, 1972, page 38, Col. 4.

In a letter to the editor, Marland responds to May 22 editorial criticizing career education. He restates the necessity of academics as the center of education but stresses that students must learn to cope with life in a technological society.

"Career education in decline," *The Christian Science Monitor*, March 24, 1975, page 9, Col. 1.

Fewer students have the "natural" opportunity to combine academics with practical skill training because of their urban setting. Career education proponents argue this is essential, but federal funds are limited.

"Career schooling garners praise," *The Christian Science Monitor*, April 22, 1972, page 10, Col. 3.

Letters to the editor from a U. S. Commissioner of Education, a state director of vocational education, school superintendents and a congressman all strongly support the career education concept.

Carringer, Helen. "2 School Chiefs Cool to Career Education," *Akron Beacon Journal*, February 24, 1974, UPDATE, Urban Research Corporation, Education, Card 17:D13-14.

Two superintendents in Ohio are skeptical of "World of World" model for elementary grades. Both are opposed to "tracking" and feel the basic skills must take priority in elementary grades.

"C of C Launches Career Education Plan," *Albuquerque* (New Mexico) *Journal*, August 24, 1974, UPDATE, Urban Research Corporation, Education, Card 105: D12-13.

2 part program developed by Albuquerque Chamber of Commerce will serve as a model for U. S. C of C, it was announced. One project is a data bank of career information. Establishing a link with business and education, called the Business-Industry-Education-Council, is the other.

"Coordination Needed in Career Education," *The Times-Picayune* (New Orleans), March 2, 1972, Sec. 1, page 10, Col. 1.

An editorial supports school board official's recommendation that a thorough, coordinated plan must be formulated by professional educators before everyone rushes into career education.

Cote, William. "Revolution Occurring in Vocational Education," Flint (Michigan) Journal, September 21, 1972, Newbank, Urban Affairs Library, Employment, Card 92:D6.

In article describing aspects of state-wide career education plan, state vocational education director claims that Michigan is providing national leadership in career education.

Cummins, John. "Career Education Draws Plaudits at UEA Convention in S. L.," Salt Lake Tribune, September 30, 1972, Newsbank, Urban Affairs Library, Employment, Card 92:E3.

At 75th annual Utah Education Association convention, participants agreed that career education can satisfy students needs and goals.

Daubenmier, Judy. "This Type of Career Education is New," Cedar Rapids (Iowa) Gazette, July 21, 1974, UPDATE, Urban Research Corporation, Education, Card 90:A2-3.

Person, assuming new post of director of career education at local community college, discusses comprehensive nature of career education concept and goals of program.

Davis, Angela. "Board May Have Unwittingly Funded Career Ed Program," (Raleigh, N. C.) News & Observer, May 19, 1974, UPDATE, Urban Research Corporation, Education, Card 61:G4-5.

Board approved $750,000 for "occupational awareness" on May 2. Later learned of "career awareness" definition and may have violated their own policy of not spending money on career education.

Davis, Angela. "Career Education Alternative Sought" (Raleigh, N. C.) News & Observer, February 18, 1974, UPDATE, Urban Research Corporation, Education, Card 17:B14.

A researcher at the Learning Institute of North Carolina wrote a position paper on career education which may offer a compromise for the Board of Education and the State Department of Public Instruction. It recommends that career education be optional, providing study choices which reflect student interests and providing related work and academic experiences outside the school.

Davis, Angela. "Phillips and Gill Differ on Career Education," (Raleigh, N. C.) News & Observer, October 5, 1973, UPDATE, Urban Research Corporation, Education, 1973, Card 126:G13-14.

Gill, a member of Board of Education, wants career education a separate discipline and election. Phillips, State Superintendent of Public Instruction sees a commitment to comprehensive education. Phillips called career education the 'straw man' and the real issue is how the State Board of Education will function as a policy-making body.

"Education for Competence: An Administration Interest" The National Observer, December 21, 1974. page 11, Col 5.

Reproduced from remarks at a press conference H. E. W. Secretary Caspar W. Weinberger says that education should be directly related to doing a job after one has finished school.

"Education for Work," Richmond (Va.) Times Dispatch, November 23, 1973, UPDATE, Urban Research Corporation, Education, 1973, Card 139:A14.

Governor Miles Godwin, Jr., a proponent of quality education is an advocate of career education. A Richmond businessman, Eugene Sydnor helped prepare handbook of career education suggestions, so a partnership of school and business seems made to order for the "education governor," decides author of this editorial.

Engdahl, Todd, "Official Says Career Learning 'Isn't Cure-all'," (Portland) Oregonian, November 23, 1974, UPDATE, Urban Research Corporation, Education, Card 152:A14.

Hoyt's comments on career education are presented. He calls it neither a panacea or a poison.

Gehret, Kenneth, "Career education: Promising on paper, will it work?" The Christian Science Monitor, May 27, 1972, Page 11, Col. 1.

Two supporters of the concept, Dr. Grant Venn and Dr. Byrl Shoemaker, discuss challenges that can be anticipated.

Gehret, Kenneth. "Gearing Your Education for the World of Work." The Christian Science Monitor, March 18, 1974, F3, Col. 1.

The entire issue is devoted to careers. This article discusses ways that school years can prepare students for the world of work.

Kennedy, Joyce Lain, "New Reality Appearing in the School Classroom," The Times-Picayune (New Orleans), November 19, 1972, Sec. 4, Page 13, Col. 1.

In this series of articles on career education, Kennedy talks about the elementary curriculum and presents two definitions of career education provided by Ken Hoyt.

LaFourcade, Jr., Emile, "Career Education Plan Will Be Voted on Today," The Times-Picayune (New Orleans), March 3, 1972, Sec. 1, Page 22, Col. 3.

Referendum is planned. Proposal called for little more than an intent of educational philosophy, so passage is expected as a mere formality.

Lieberman, Noel, "School Official Urges Career Education Push" Oakland (Cal.) Tribune, October 24, 1974, UPDATE, Urban Research Corporation, Education, Card 138:E1.

School superintendent recommended greater opportunities for career education be developed to improve intermediate and secondary education in California. Official spoke to the California Commission for the Reform of Intermediate and Secondary Education.

Maeroff, Gene, "Education Chief Urges More Career Training," *The New York Times*, August 8, 1971, Sec. 1, Page 1, Col. 5.

> 5 column article discusses Marland's tenure as commissioner, his plans and hopes for education in U.S.

Maeroff, Gene "Learning How To Make A Living," *The New York Times*, June 11, 1972, Sec. 4, Page 9, Col. 3.

> Article discusses rationale behind career education program and describes some proposed outcomes. Several concerns of Marland's prodecessor, Dr. Harold Howe, are also mentioned.

McCarty, Frankie, "Hayes-Embudo Remains as Issue," *Albuquerque* (N. M.) Journal, August 7, 1972, Newsbank, Urban Affairs Library, Employment, Card 83:D3.

> Some parents in our section of the city are attempting to stop a bond election in order to defeat a career education center. Alternatives are being considered.

McCurdy, Jack. "New School Plan: Train All For Jobs," *Los Angeles Times*, February 27, 1972, Sec. A, Page 1, Col. 5.

> The career education concept stirs controversy in the schools. Skeptic on the school board feels the district cannot implement it immediately because of finances and untrained staff. Standards will be lowered. Proponents discuss goals for all students.

"More 'Career Education' Confusion," (Raleigh, N. C.) *News & Observer*, April 3, 1974, UPDATE, Urban Research Corporation, Education, Card 45, G5.

> Editorial criticizes confusion surrounding career education concept. 30 state school superintendents aired differences at conference. Vague definitions and debatable soundness are foolish when implemented as school policy.

Mueth, Barbara, "Career Education Seminar Draws 200," (Jackson, Mississippi) *Clarion Ledger*, December 8, 1974, UPDATE, Urban Research Corporation, Education Card 164:B13.

> At governor's seminar, attended by teachers and administrators, three viewpoints on career education were presented. The seminar was designed to clarify the concept of career education.

"'New Hand' Guides Career Education," *Anchorage Daily Times*, August 18, 1972, Newsbank, Urban Affairs Library, Employment, Card 83:E2.

> New division assistant of career education has aims to finish building career education center, develop comprehensive program and coordinate existing programs.

"Not By Bread Alone," The New York Times, May 22, 1972, Page 34, Col. 2.

Editorial criticizes narrow and materialistic approach of career educations and points out that such a simplistic outlook may distort broader and deeper purposes of education.

Patriquin, Ronni, "Careers Bill Gains Approval of Senate," (Jackson, Mississippi), Clarion-Ledger, February 14, 1974, UPDATE, Urban Research Corporation Education, Card 17:A-13.

Career education for public schools passed without amendment by strong majority. Governor considered it a vital issue for the legislative session.

Peterson, John, "Career Aims Shake Up Community College Courses," The National Observer, April 7, 1973, Page 21, Col. 2.

Students today are more interested in the vocational and technical education offered by community colleges. Chancellor of California's 96 community colleges says they are a good place to emphasize career education.

"Questions for 'Career Education'," (Raleigh, N. C.) News & Observer, March 19, 1973, UPDATE, Urban Research Corporation, Education, 1973 Card 38:E-3.

Dean James Bearden of the Eastern Carolina University School of Business focused on disturbing questions about the move to implement career education in the North Carolina public schools. Shouldn't the program be well-developed before it is put into wide practice? Shouldn't job skills be identified before implementing a plan to teach them? Many educators are willing to implement first and perfect later.

Reeves, Garland, "Education takes new turn; job-oriented from first grade," Birmingham (Ala.) News, March 15, 1973, UPDATE, Urban Research Corporation, Education, 1973, Card 38:D-4.

The new direction is called career education. Hypothetical curriculum is described. Greek system explains present dichotomy in education.

"Sharboro Schools Need New Curriculum" (Chicago) Daily Defender, October 28, 1971, Newsbank, Urban Affairs Library, Education, Card 430:E7.

Chicago Board member, in address to physical education teachers and supervisors, says schools must have effective career education program.

"Shoddy Education Idea Nears End" (Raleigh, N. C.) News & Observer, July 8, 1973, UPDATE, Urban Research Corporation, Education 1973 Card 90:A4.

Editorial states that, The Apex Program, a career education experiment has run out of federal funds. The "career education" concept, questionable from the start, emphasizes occupational interest over academic substance and is, so far, shoddy. "The concept is fundamentally offensive and undemocratic." Schools should only impart to children their intellectual and cultural heritage.

Stellhammer, Rick, "Career Education Program Praised," Charleston (West Virginia) Gazette, April 2, 1974, UPDATE, Urban Research Corporation, Education, Card 45, G3.

A National Institute of Education Official in Charleston to view Experience Based Career Education Lab, calls program "educationally relevant."

"Students get jump on the job market," Chicago Tribune, September 29, 1974, Sec. 12, page 39, Col. 5.

Ken Hoyt says career education is one of several responses to the call for educational reform. Success depends on several characteristics and a cooperative approach.

"U C Admission Policies and Career Education," Los Angeles Times, December 23, 1972, Sec. II, Page 4, Col. 1.

Letters to the Times by a school superintendent, professor and Washington, D.C. official strongly support career education concept and week to clarify some distorted interpretations presented earlier in the Times.

Von Hoffman, Nicholas. "No Pass Yet For Education," Chicago Tribune, September 13, 1974, Sec. 1, Page 12, Col. 3.

Little has changed in education despite 10 years of calls for reform. Dropouts still learn on-the-job training as apprentices. No revolutionary changes are possible when greatest issues are busing and teachers' union demands.

"What Career Education Does," The New York Times, June 14, 1972, Page 46, Col. 5.

Letter to the editor by New York City Board of Education member rebuts claims of May 22 editorial that career education is restrictive. Rather than ignoring humanistic and academic thrusts, the career education approach expands students' options to include them at every level and increase flexibility.

CRITICISMS OF CAREER EDUCATION

Viewed in the large sweep of literature addressed to Career Education, the critical voices have been relatively rare. Those that do exist, however, are persistent and forceful.

In general, the criticisms of Career Education include such emphases as:

1. Career Education is a cosmetic title for vocational education.
2. Career Education is not in tune with current youth values regarding work.
3. Career Education is a subterfuge intended to limit the occupational or social mobility of minority persons.
4. Career Education is not adequately defined.
5. Career Education stands in opposition to higher education and to intellectual activity.
6. Career Education subverts the liberal arts and the traditional concept of "the educated man."

The following items have been among the most visible of the critical pieces appearing in the professional and, in one instance, the popular press.

Agne, R. M. and Nash, R. School Counselors: The Conscience of Career Education. The School Counselor. 1973, 21, 2, 90-101.

Caldwell, Margueritte and Caldwell, R. Career Education: Theory and Practice. The English Journal, September 1973, 62, 908-14.

Feirer, J. L. Can Career Education Be Saved? Industrial Education, January 1973, 62, 21.

Halverson, P. M. Is Career Education a Passing Fancy? Some Thoughts of a Curriculum Generalist. Journal of Teacher Education. Summer 1973, XXIV, 2, 110-112.

Howe, Harold II. Remarks Concerning Career Education. NASSP Bulletin, March, 1973, 371, 40-51.

Hruska, J. Spellover Effects Of Career Education. The Clearing House, February, 1974, 48, 6, 347-351.

Knox, G. M. Career Education: Can It Help Your Child Cope? Better Homes and Gardens, October 1974, 10, 52:2.

LaDuca, Anthony. Career Education: End Of An Error. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 1974.

LaDuca, A. and Barnett, L. J. Career Education: Program on a White Horse. New York University Education Quarterly. Spring 1974, V; 3, 6-12.

McCarty, D. J. Uneasy Look At Career Education. School Management. November 1972, 16, 6-7.

Morris, J. E. Issues In Career Education. The Clearing House, September, 1973, 48, 32-36.

Nash, R. J. and Agne, R. M. A Case Of Misplaced Relevance. Journal of Teacher Education, Summer 1973, XXIV, 2, 87-92.

Nash, R. J. and Agne, R. M. Career Education: Earning A Living Or Living A Life? Phi Delta Kappan, February 1973, v54.n6, Pages 373-378.

Nash, R. J. and Agne, R. M. Career Education: The Final Impoverishment of Learning? Peabody Journal of Education, April 1973, 50:245-54.

Peterson, J. A. and Park, D. Values In Career Education: Some Pitfalls. Phi Delta Kappan, May 1975, Vol. LVI, 9, 621-623.

Prados, J. W. Higher Education and Freedom (Does Career Education Meet The Need?) The Torch, April 1975, XLVIII, 2, 19-22.

Rebelsky, F. and Speisman, J. C. Career Education and Liberal Arts. Science, May 2, 1975, 188, 407.

Reimers, Barbara D. The American School Board Journal, May 1973, "Meet The New Englander Who'll Lead the Nation's School Board This Year." Vol. 160, No. 5, Pages 58-59.

Rogers, D. Vocational and Career Education: A Critique and Some New Directions. Teachers College Record, May 1973; 74; 471-511.

Sessions, John A. Misdirecting Career Education: A Union View. Vocational Guidance Quarterly, June 1975, 23, 4, 311-316.

Sproull, L. Career Education Boondoggles. Learning. v2n2, Pages 38-41, October 1973.